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ABSTRACT

On April 24, 1974, the National Commission on Libraries and Information Science held hearings in San Antonio, Texas, to gather testimony on its proposed program. Six questions were specifically raised by the Commission: priorities for service, improved services and community relations, deficiencies in service, non-book services, paying for services, and federal government role. Evidence was presented by library personnel from many types of libraries and administrative levels, as well as by other interested individuals and organizations, concerning the information and library needs of populations in the southwestern United States and suggested priorities for improving and federal involvement. This document consists of a transcript of the oral testimony and the written statements which were solicited from witnesses and other concerned parties. (SL)

ED 092129

NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

REGIONAL HEARING

24 APRIL 1974

SAN ANTONIO, TEXAS

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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IR 000 688

NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE
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FREDERICK H. BURKHARDT
Chairman

CHARLES H. STEVENS
Executive Director

SCHEDULE OF WITNESSES

SOUTHWESTERN REGIONAL HEARING

24 April 1974

San Antonio, Texas

8:00 a.m.	- Maryann Duggan SLICE Office Director Dallas, Texas
8:15	- SLICE (Continuing Education Project)
8:30	- Richard O'Keeffe Texas Library Association Houston, Texas
8:45	-*Texas Library Association
9:00	- James Wallace, Librarian San Antonio College Library San Antonio, Texas
9:15	- Julie Bichteler Graduate Library Science University of Texas, Austin
9:30	-*Aphrodite Mamoulides Shell Development Company Houston, Texas
9:45	- Ralph Yarborough Former U.S. Senator Austin, Texas
10:00	- Donald Hendricks University of Texas Health Science Center
10:15	- Mary Cheatham, Librarian Hot Spring County Library Malvern, Arkansas
10:30 a.m.	- OPEN
10:45	- Howard Clark, Trustee Arkansas Library Assoc. Springdale, Arkansas
11:00	- Mrs. Roy Craig Western Plains Lib. System (See Ray's testimony)
11:15	- June Phillips, Chairman English Department Southern U., Shreveport
11:30 a.m. 1:30 p.m.	- PUBLIC TESTIMONY
1:30 p.m.	- OPEN
1:45	- Robert Norris, Director Indian Education Programs (See Sahmaunt's testimony)
2:00	- Joseph Sahmaunt Board Member, NIEA Oklahoma City, Oklahoma
2:15	- Talitha Gilkerson Tucson Public Library Tucson, Arizona
2:30	- Martha Cotera Juarez Lincoln Center Austin, Texas

*No Written Testimony

(over)

Andrew A. Aines • William O. Baker • Joseph Becker • Frederick Burkhardt • Daniel W. Casey • Harold C. Crotty • Carlos A. Cuadra
Leslie W. Dunlap • Martin Goland • Louis A. Lerner • Bessie Boehm Moore • L. Quincy Mumford • Catherine D. Scott
John E. Velde, Jr. • Julia Li Wu

2:45 p.m. - Coralie Parsil, Librarian
Valencia Branch Library
Tucson, Arizona

3:00 - Suzanne de Satrustegui
Nat'l. Organization for Women
San Antonio, Texas

3:15 - Adela Navarro, Founder
Texas Hispanic American History
Institute of San Antonio

3:30 - OPEN

3:45 - *New Mexico Video Tape
Dorothy Rosen
New Mexico State Library

4:15 - A. G. Matlock, President
Community Library Board
Olney, Texas

4:30 p.m. - Claudia Dickson, Librarian
National Association for
Retarded Children, Arlington

4:45 - Wilbur Hurt, Texas College
and University System
Austin, Texas

5:00 - R. Henderson Shuffler
Institute of Texas Cultures
San Antonio, Texas

5:15 - Jean Martin
University of Texas
(See Gasaway's testimony)

5:30 - Lo Parr, Librarian
Ft. Worth Art Museum Library
Ft. Worth, Texas

*No Written Testimony

Revised
17 April 1974

STATEMENT OF CONCERNS

* * *

Southwestern Library Association

The Southwestern Library Association was founded in 1922 as a result of the interests and needs of librarians and library trustees in the states of Arizona, New Mexico, Texas, Oklahoma, Arkansas, Louisiana. The initial concern of the founders of this regional library association was primarily the provision of adequate library service to a geographically remote and thinly populated area. Another prime concern of the founders in 1922 was the need for the few librarians scattered throughout the six states to have an organized means of getting together regularly to share common problems and experiences i.e., continuing education. The early history of this regional association reflects the nature and characteristics of a rapidly growing yet geographically disperse region. The region covered by SWLA includes 674,460 square miles (20% of the continental United States) which now contains 21,910,682 people (11% of the continental United States population). A review of the history of this regional association reflects a continuous trend of mutual concerns varying from time to time in specific nature but always oriented towards improving library services in these six states.

The cultural diversity of these citizens as well as the below national averages in economic and education levels has presented both unique challenges as well as unique opportunities. The Indian in the hogan in Arizona - the rancher in New Mexico - The French-speaking native in the Bayou areas of Louisiana - The mountain folk of Arkansas - the dirt farmer on the wind swept plains of Oklahoma and Texas - the rural as well as urban black - all intertwined with the pervasive influence region-wide of the Spanish cultures and value systems deserve and need library service.

This six state region has undergone the most rapid population growth in the nation in the past 15 years. The increasing movement to large urban areas and the changing nature of the employment patterns from agriculture to manufacture to service-oriented jobs has strained the financial base for the funding of library services throughout the region as well as challenged the librarians' abilities to adjust to the rapid changes and new demands for services.

Interlibrary co-operation has been a way of life in the Southwest for many years. Minimal library resources dispersed over the wide geographical area have required the early adoption of interlibrary cooperative activities. These cooperative activities have taken many forms - some formal and many informal. Thus, it was entirely in keeping with the philosophy of library services in the Southwest for the Southwestern Library Association to implement a planned and coordinated interstate library cooperative endeavor (SLICE) in 1970. like most of the other interlibrary cooperative activities, SLICE could not have been initiated without Federal funds provided by the Library Service and Construction act Title III (which were conveyed thru the six state library agencies to SWLA). The LSCA Title III legislation was the stimulus and catalyst which created the legal base as well as the funding base for the sharing of library resources and expertise across state lines. A description of the SLICE Project is attached.

SWLA ia concerned that the importance of multistate regional library cooperative activities be recognized by national library systems planners as having a viable and unique role to play in the improvement of library services at all levels to all citizens. The advent of telecommunications and computer based bibliographic networks provide a potential "delivery system" ideal for implementaion at the regional multistate level. "Economies of scale" of regional multistate network systems are more advantageous than those possible at the state or local level. Therefore, the Southwestern Library Association respectfully urges that the NCLIS consider the role, funding, and organization of multistate interlibrary cooperative structures in the planning of future national library development. As with all cooperative ventures at any geographical level, coordination of such regional library agencies and services should be implemented within the framework of national library standards and objectives. We welcome an opportunity to explore various alternative forms and patterns of multistate regional library developments with the Commission.

The Southwestern Library Association has long been concerned with improving the capabilities of all library staffs in the six Southwest states to provide improved library services to the diversity of citizens in these states. Since less than 30% of the library staffs in these six states have achieved a masters degree level of formal education, and since 85% of the masters level librarians are concentrated in only eight urban areas, the need for training of library staffs throughout the six Southwest states becomes apparent. This need has been expressed by library staff members as well as library trustees. The quality of library services can be no better than the quality of library staffs - in spite of the best of plans, materials or applications of technology. The training requirements of the library staffs in the Southwest are many and diversified. A recent in-depth study of the continuing education needs of library staffs in the Southwest clearly identified the demand for educational and training programs which would reach out to the widely scattered library staffs throughout the six states and be addressed to the local needs. The Southwestern Library Association recognizes that NCLIS has under study the continuing education needs of the library community. We wish to commend the Commission's astute awareness of this pressing need. We respectfully urge that the sound planning and implementation of continuing education programs consider the needs of a geographically remote area and the role and potential of regional associations in assisting to meet those needs. Consistent with the on-going planning for continuing education needs, the Southwestern Library Association offers its structure and facilities to develop collaborative programs of educational services within the framework of the emerging national plan. An outline and summary of the continuing education study conducted by Southwestern Library Association is enclosed. The Southwestern Library Association has moved forward on these recommendations through step six on [illegible] 6. Funding of this type of continuing education activity should be collaborative and supported by all organizational components involved. The Southwestern Library Association is hopeful that the NCLIS recommendations on continuing education will enhance the intergration of regional activities as described herein and enable us to work cooperatively with the national continuing education program.

The thrust of librarianship has changed and must continue to change if libraries are to be responsive to the needs of the citizens. As Allie Beth Martin discusses in the landmark publication Strategy for Public Library Change diversity as exemplifed by "special" services is required if libraries are to truly serve the needs of the citizens. The business and industrial sectors have unique, special needs as do the culturally disadvantaged sectors of our citizens. The Southwestern Library Association believes that the advent of "university without walls" and independent learning concepts in education provide a great potential for the fuller utilization of library resources and new services. Librarians - desiring to respond to these changes - welcome federal incentives which build financial as well as technical support designed to demonstrate effectiveness of changing library service roles in the educational forms. The Southwestern Library Association is exploring one possibility in this potentially new type of education with the National Endowment for the Humanities. This effort seeks to provide through local libraries a means for the citizens to become aware of the rich cultural heritage of the region.

During the past four years Southwestern Library Association has pledged to stimulate library leadership and to provide its 2,800 members with needed services not otherwise available. In the process of attempting to fulfill this pledge, it has become evident that certain tasks vital to stimulation of library development cannot be performed exclusively by volunteer, busy, overworked, librarians. The need for full-time staff at the regional level for achievement of the Southwestern Library Association's mission has been proven in the last two years. The potential benefits have only been tapped on a shoestring budget. The USOE regional library program officers are limited by law to performing only those tasks related to the monitoring of existing federal catogorical grant programs. Regardless of how innovative USOE library program officers may be, the Federal regulation inhibits their leadership activities. In a simular manner the state library agencies are restricted by state law to working with libraries within their state and primarily only with the public libraries. The Southwestern Library Association believes that there is a need at the multistate regional level for a funded "research and development office" which could address itself to the stimulation of innovative projects.

The continuing education needs of library staffs in the region and the planning and implementation of multistate bibliographic networks in collaboration with state and national networks are current prime concerns of SWLA. Our interest in meeting needs crosses not only state lines, but also types and sizes of libraries. Our concern is for all libraries and librarians in the region.

We hope that the NCLIS will recognize the value of the multistate regional association in its assessment of needs and planning for future library development in the United States. The continuing education needs of library staffs in the region and the planning and implementation of multistate bibliographic networks in collaboration with state and national networks are current prime concerns of SWLA. Our interest in meeting needs crosses not only state lines, but also types and sizes of libraries. Our concern is for all libraries and librarians in the region. We hope that the NCLIS will recognize the value of the multistate regional association in its assessment of needs and planning for future library development in the United States.

Maryann Duggan, SLICE Office Director
2730 Stemmons
Dallas, Texas 75207

The Texas Library Association's
Statement to
The National Commission of Libraries and Information Science
commenting on
"A New National Program of Library and Information Service"

NCLIS Hearings in San Antonio

April 22, 1974

The Texas Library Association at its 1974 Conference held in San Antonio March 26-29 sponsored discussions of the Commission's proposed National Program of Library and Information Service. The discussions took place in round table sessions in which Texas librarians from different professional backgrounds participated. The following is a summary of their views on the proposed national program.

The public librarians emphasized the importance of developing a national plan and a national agency for libraries and information science. They are concerned that the Commission appears not to have given sufficient emphasis to the development of library and information resources or to the development of professionals who understand the need for person-to-person service as well as technological tools and aids. They ask: Where is the acknowledgement in the proposed program of the need for federal aid to library education? The public librarians are also concerned about the Commission's emphasis on funding for a national library network to the exclusion of other aspects of library and information services. They ask, for example: Will the Commission recommend support of regional library systems? They wish to point out that no emphasis is given in the program to local library development. The public librarians call the attention of the Commission to the need for dependable, sustained funding for libraries and information centers, and for the support of long-range planning. They would like a national plan to give appropriate emphasis to service to unserved areas, although some believe library service efforts could go too far in attempting costly services to remote areas. It is important to recognize the need for efficiency in the use of resources with the aid of the computer even in small communities. The public librarians expressed a willingness to give up some local autonomy in the interest of better and more economical service - provided a balance is maintained among modes of service. Both the public librarians and the school librarians noted that the Commission's proposed program failed to say anything about the need for cooperation between public and school library and information services. Speaking for the individual citizen, one public librarian asked that the following questions be raised: Will I get good service? Will it be free?

The Children's Librarians wish to emphasize their primary concern with cooperation between public and school libraries; and they wish to reemphasize the need for dependable federal funds. The Regional Cataloguers and Classifiers are concerned that planning for a national network take careful account of the interface among existing systems. The Documents Librarians urge that neighborhood information centers be given priority along with the federal information centers which are already well developed. The Archivists urge that clear comprehensive guidelines be developed for the preservation of public documents. This is a national as well as a state responsibility.

The Special Librarians, especially those serving business and industry, are unclear as to the place of special libraries in a proposed national network. They caution that the business and industrial firms which support or are proprietors of special libraries may resist "too much federal control." They ask: How is the information and data of private entrepreneurs in the "knowledge industry" to be worked into the proposed national library and information systems? Can arrangements be planned for reimbursement to these entrepreneurs when the information or data they hold is in demand? The Special Librarians suggest that a national plan create standards without attempting control of library and information resources.

The Library Planners endorse the Commission's proposed program, but wish to express these concerns: The proposed program does not focus strongly enough upon the human element in library and information service. They point out that the goals of the proposed program cannot be reached if existing systems do not develop rapidly enough in the interim period. They urge that categorical federal aid to libraries and information centers be continued, stressing that work on a national plan can be no substitute for current and future support. The Library Planners endorse the Commission's proposal that a federal agency be created to administer the national library and information program, and that the library profession be strongly represented in the administration. Should a national data bank and information centers be established, care must be taken that the rights of the individual and his/her privacy be maintained and protected. Library expertise must be made use of in all phases of the program, and standardization should be based on existing programs developed by librarians. Work of the American Library Association and its specialized committees should be incorporated by acknowledgment or reference. The Library Planners wish to assert that any assumption that libraries have the capability of carrying on until a national program becomes effective is erroneous. They add that although the autonomy of the individual library is protected in the concept of the program, this point must be made explicit to receive universal support among librarians for the plan.

A spokesman for state librarians raises the following issues with respect to the appropriate role of the federal government in the development of libraries: Any plan should be so designed as to reach all potential users, no matter how remote; a national plan should include a mechanism for this purpose. A national plan should be explicit on how local libraries would fit in. Finally, the observation that not all states have equal capability for participating in a national program, an implication that this fact should be taken into account in federal plans for funding. It is important in this regard that the national plan include performance standards for the guidance of state governments when they are confronted with the task of setting up state agencies to administer the national library and information plan.

The Intellectual Freedom discussion group observe that technological development in library and information service must not be regarded as the major concern of a national program. Of greater concern, this group urges, is the issue of unrestricted public access to information about public issues. Restricted access seems to be the over-riding policy of government at the present time.

A perspective. There is strong support among Texas librarians for national planning of library and information resources, especially from those who are serving in public institutions. There is, however, a serious concern that a national plan reflect a balanced commitment to existing institutions as well as future developments in a national network of library and information service. Both are important and so is the recognition of the importance of the human link between the technological aids and the client. The autonomy of local libraries is important, but there is considerable tolerance for improving local service by linking to regional and national systems, so long as in the process the local units are preserved and nourished.

RICHARD L O'KEEFFE
PRESIDENT

Richard O'Keeffe
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JAMES O. WALLACE
LIBRARIAN

March 1, 1974

STATEMENT PREPARED FOR THE HEARINGS OF THE NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE IN SAN ANTONIO, TEXAS

Prepared on behalf of the Council of Research and Academic Libraries, San Antonio, by James O. Wallace as Chairman of an Ad Hoc Committee for this prupose as well as representing personal views of the writer.

The representatives of the members of the Council of Research and Academic Libraries, San Antonio (using the acronym CORAL) wish to applaud the statement of the Commission on the significance of information networks and cooperative programs contained in the annual report and the related materials in the draft proposal prepared at the Boston meeting. We are very appreciative of the efforts of the Commission in the areas of access to information, protection of the rights of the scholar (or other user) in the proposed copyright revision, and in recognition of the significant role of the Library of Congress.

CORAL is a consortium which includes as participating institutions:

4 universities, 2 public and 2 private
3 private senior colleges
2 public community colleges, one of which has the fourth largest enrollment of academic institutions in the state
2 privately supported technical research institutions
1 public library, the regional resource center for a network of smaller public libraries within the Alamo Area Council of Governments jurisdiction and linked with the State Library
1 library serving a public medical and dental graduate institution
1 special purpose religious institution
3 Federal libraries, largely concerned with medicine and health
1 representative of the Air Force library system headquarters

This consortium is unique in the diversity of types of libraries actively participating together, in the extent the individual members are also participating in other systems while continuing to benefit from the regional consortium, and in the degree in which resources, expertise, and cooperative planning are shared among the members. Because the experiences of this consortium both epitomize many of the purposes of the National Commission and because they encapsulate the needs of many institutions across the country, we believe the views of CORAL will be of significant interest to the members of the National Commission.

CORAL was organized and has developed through the years because there is in the Southwest a dearth of materials needed for research or to meet information needs of students and the general public. Only through cooperative efforts is it possible to begin to meet the needs of the heterogeneous clientele of the various libraries. Access to materials among the membership has been enlarged through cooperative acquisitions based on defined areas of responsibility. Generous lending arrangements, including reciprocal student use of academic libraries, has facilitated utilization of the materials. The interface with other networks through a member of CORAL participating in the additional network has accrued additional benefits. Other activities of CORAL which have vastly improved information resources in the region include shared storage facilities for little-used materials, card production based on MARC data, computer-produced union lists of serials, joint development of computer services, and exploration of the possibilities of combined use of audiovisual materials and facilities (including instructional television). What has been done was accomplished without support by any significant foundation or Federal funding of the consortium.

Based on our productive experiences for a number of years, we make the following recommendations for consideration by the National Commission:

1. *That in geographic areas which are characterized by fewer informational resources but continuing needs, financial support be given to existing consortia by the Federal government during the period national plans are being developed, especially when membership in the consortium represents diverse types of libraries.*

In many geographic areas resources are already concentrated and further financial support should not be required; this concentration is not found in the South, portions of the Mid-West, in the Mountain States, or Alaska. In such areas continued national funding which is not channeled by types of library and which would permit at least a small staff for program implementation would make considerable difference while national plans are developed and tested.

2. *That the development of monolithic approaches to all data processing, storage, and retrieval services be avoided unless these utilize some of the smaller, existing consortia.*

The smaller institution often has great needs in proportion to its limited resources. Most planning on the national scale has tended to be directed toward a network of large institutions. These networks are often so structured that the needs of the smaller institution are disregarded.

It is at this point that we must express disagreement with the implication of the draft of "A new national program of Library and Information Service" which implies that all local networks are by their nature incapable of future interconnection with national networks. Our experience is that more interrelation can be expected if the needs and concerns of the regional consortia and the small institution are taken into consideration by their involvement from the beginning.

For example, the members of CORAL have profited by the development of card production at Trinity University through their MARCIVE system. The procedures developed there to meet flexible requirements of a variety of users are quite different from the procedures developed with massive funding at the Ohio College Library Center. The costs to the participating library are far less, the contents of the cards are more easily modified when needed, and responsiveness to institutional needs are more significant than in the OCLC system. At the same times the procedures are entirely compatible with any national program for bibliographic data or processing of materials. Adaptability and alternatives are needed in national planning.

3. *That the Commission encourage provision for the development of shared information resources through increased use of microforms for information purposes.*

Inexpensive microfiche or microfilm copies of lesser used or out-of-print materials would increase access in large sections of the country where resources are sparce. Cost of postage for such materials would be less than for the loan of other print materials. Many of the arguments about photocopying and copyright would be eliminated if the revised copyright legislation would include the responsibility on the part of the owner of copyright materials to continue to keep his book available for immediate acquisition either in its original format or in microform.

4. *That Federal grants be continued to those groups of institutions sharing resources through planned cooperative policies without limiting them to single types of institutions.*

Most Federal grants have been by category of institution--that is, public library grants, academic library grants, medical library grants, etc. These have, it is true, made possible the development of resources to meet specific needs and have (and continue to be) important in meeting some of the needs for resources. They have not, however, made for uniform development of library resources.

Within CORAL, for example, the academic libraries and the public library have been the recipients of vital grants as was the medical school. The other members did not fare so well. The two private research institutions both provided materials used by graduate students but were not eligible for any Federal grants. The libraries at the government installations have always had limited funds as these filtered down through channels and have made a valid contribution to regional information needs which often has been overlooked in the funding process.

5. *That emphasis be given to efforts to achieve more cost-effective systems.*

Consortia have been funded by private foundations and the government without correlation between costs and results. CORAL has not had large sums available, but its members can point to accomplishments achieved with close attention to costs. Information systems too often are blind to costs. Systems should be encouraged in which the greatest good can be accomplished through effective use of funds.

The members of the Council of Research and Academic Libraries, San Antonio, welcome the members of the National Commission to San Antonio. We hope that your visit and the hearings in our city will result in the germination of significant developments in the handling of information and the growth of library systems and that our statement may be a small contribution to this end.

SUBMITTED ON BEHALF OF CORAL

James O. Wallace

James O. Wallace
Director of Learning Resources
San Antonio College
Chairman of CORAL Ad Hoc Committee

GEOSCIENCE INFORMATION AND USER NEEDS

Testimony Submitted to the

NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

by the

GEOSCIENCE INFORMATION SOCIETY

Julie Bichteler, Editor

March 12, 1974

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INTRODUCTION

Julie Bichteler

The earth sciences are of ever increasing importance in today's society. To them we turn for solutions of the more and more critical problems of energy sources, mineral and other natural resources, and the environment. One of the most important factors toward the advancement of the geosciences and their application to national and world-wide needs is easily accessible, relevant information.

In 1965 the Geoscience Information Society (GIS) was founded by a group of geoscientists, librarians, editors, and others concerned with information needs in the earth sciences. The Society has since initiated and improved information exchange in geoscience by sponsoring the publication of needed information sources; promotion and financial support of GEO·REF, the international data base of the geosciences; cooperation with other societies to attain mutual goals, etc.

In this testimony for the National Commission on Libraries and Information Science, GIS members have endeavored to clarify and present some of their current concerns and problems with geoscience information. Intensive efforts were made to obtain as much feedback as possible from users, who included both members and nonmembers of GIS. The contributors are grateful for the cooperation and interest of those who were contacted; the final product represents the opinions of many individuals concerned with geoscience information.

A sample of the issues and proposals discussed in the various sections of this testimony include:

1. A national network for the geosciences: necessity for such a network; institutions involved; possibilities for organization; role of the federal government.

2. Geoscience literature: unique characteristics; factors contributing to its use by the geoscientist; critical summary of bibliographic sources; needs and recommendations.

3. GEO·REF: opinions of users; problems of coverage, access, and funding.

These are critical issues which the federal government must consider. What will be the effects of the National Science Foundation's cutting off funds to GEO·REF in 1975? This data base is of major national and international

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significance, particularly in view of its relevance to the many current problems suggested above. How does the lack of a comprehensive, English-language abstracting service effect research and development relating to these same problems? Where does an information network for the geosciences fit in with the Commission's proposal for a national network?

The Geoscience Information Society appreciates this opportunity to present testimony to the National Commission on Libraries and Information Science.

GEOSCIENTIST USER NEEDS AND INFORMATION PROBLEMS

Marjorie W. Wheeler

In the last few years several individuals and organizations have initiated or contributed to studies on the geoscience literature, including such varying aspects as its unique characteristics, its accessibility, user needs, library resources and services, and present and future problems. The basic objective of the Geoscience Information Society, organized in 1965, is to improve exchange of information in the geosciences. The American Geological Institute has an active Committee on Geoscience Information and is responsible for GEO·REF, a multipurpose data base of bibliographic references stored on magnetic tape. The Geological Society of America has been involved in the indexing services since 1933. Geosystems in London was organized to develop a geoscience information network. The International Union of Geological Sciences has a world wide membership interested in geological topics of current interest.

This report relies on publications of these organizations, and, too, on a recent informal survey of selected geoscience libraries and their users. The latter included large and small, academic and research, as well as the specialized petroleum libraries. While in no way does this purport to be an in-depth study, there is strong evidence of recurring themes on what is being done, what could be done, and what should be done to aid the geoscientist in his information needs. First will be considered the unique characteristics of the geoscience literature, secondly how the geoscientist uses the literature, thirdly needs and recommendations concerning this literature, and finally the petroleum geologist's use of the literature.

Unique Characteristics of the Geoscience Literature

The unique characteristics of the literature of this area certainly create many of its problems, some of which are briefly considered below.

Scope of the Geosciences

The scope of the geosciences has always been broad and interdisciplinary in nature. Traditional fields included paleontology--the study of ancient life, mineralogy and petrology--the study of minerals and rocks, structural and field geology--the study of structure within and on the earth's surface, geophysics and seismology--the study of the physics of the internal earth, geomorphology--the study of the earth's physical features, and economic geology--the study of mineral and oil deposits. These fields have tended to broaden in scope. Geomorphology, for instance, overlaps into hydraulic

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engineering and soil science research.

In recent decades, the scope of the geosciences has expanded to include newer fields such as geochemistry--the study of the earth's chemistry, lunar and planetary geology--the study of the moon and planets, oceanography and marine geology--the study of the ocean including crustal processes and structures, engineering geology--the application of geology to engineering problems, and environmental and urban geology--the application of geological knowledge to our surroundings. If a geoscientist were an expert in all of these fields, he would need an unlimited knowledge of physics, chemistry, biology, mathematics, and computer science. However, he specializes in one or more related fields, and his expertise is thus more or less limited.

The specific problem which this creates is that one indexing or abstracting tool* cannot possibly fulfill the demands of all geoscientists. The chemist, with confidence, can use Chemical Abstracts and feel reasonably sure he is covering a high percentage of the published chemical literature, but the Bibliography and Index of Geology cannot fill the needs of all geologists. The geochemist must also use Chemical Abstracts, the paleontologist Biological Abstracts, the engineer Engineering Index, and the petroleum geologist Petroleum Abstracts. Consequently, until a coordinated effort may attain a multidisciplinary as well as international approach to scientific literature, the geoscientist must be aware of and use many indexing and abstracting tools to the literature.

Formats of Geoscience Information

The information needs of the geoscientist appear in an unusually wide variety of formats. All fields of science have commercially produced books, technical reports, proceedings and transactions, and the abstracts of papers presented at meetings. In addition, the geologist needs access to maps and atlases, aerial photographs, well logs, drill cuttings and cores, rock and mineral specimens, guidebooks of field trips, and informal field reports. For the most part these are awkward-to-handle, hard-to-store items for which most libraries are not equipped. Data banks offer services for regions and for specific types of material, but there needs to be more centrally available information about them. The International Union of Geological Sciences issued Geological Data Files in 1971. Nationally distributed union lists (alphabetical lists providing bibliographic and location information) and central or regional information bureaus would alleviate the problem of locating these hard-to-find items. Such a start has been made by various union lists, but these must constantly be updated; continuing effort of input from all sources is necessary.

Sources of Geoscience Publications

Numerous federal, state, regional, and local agencies and societies publish material such as symposia, proceedings, miscellaneous publications, bulletins, and field trip guidebooks. The geologist depends on local publications for detailed descriptions and interpretations far more than other scientists. Problems of awareness and availability arise from limited numbers of publications of specific titles, frequent address changes of local societies (consequently no "standing orders"), no national announcements of publications, and lack of a consistent system of submitting published items to an indexing tool. Typical of this type of publication is the field trip guidebook which generally contains the best description of the local and regional geology. Here again are needed not only union lists but also central or regional depositories or distributing agencies where information for local society publications is available. This kind of service has been initiated by the Pacific Section of the American Association of Petroleum Geologists in Los Angeles which has offered its services to other West Coast geological societies for the purpose of advertising and marketing their publications.

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*The word "tool" is used here as meaning an instrument specifically designed to discover the existence and availability of library material.

Internal Reports

A great deal of literature is generated by the exploration oriented industries which appears only in their internal report files. Duplication of effort is undoubtedly, represented here, as well as much information not available to the public due to confidentiality. Under our competitive enterprise system this situation will continue except possibly for data banks cooperatively established.

Usefulness of Older Literature

There is no age limit to the usefulness of geological literature. An original description of a region, a fossil, or a mineral may be considered more informative and definitive than a recent article, and the original publication together with plates and figures may be of prime importance because it has priority status.

Location and availability of such documents is a necessity. Geoscientists need to identify material through indexing tools and then be able to locate it through union lists--regional or national. If the U.S. Geological Survey Library cannot be designated as a national library, perhaps regional depositories of earth science literature organized by special disciplines should be considered. These depositories in turn need to be coordinated in a formal network for the servicing of all requests. All of this information must be fed into indexing tools. In a computerized system of information retrieval such as GEO·REF, the inclusion of older literature may be financially prohibitive.

How the Geoscientist Uses the Literature

User needs of geoscientists vary widely. In this section some of the factors contributing to these needs are discussed.

Influence of Subject Speciality

The subject speciality of the geoscientist influences how he uses the literature. It has been pointed out earlier that the scope of geology requires the use of many indexing and abstracting research tools, and the needs of different fields of geological investigation vary. Subject interest will also frequently influence how much older published material one needs. The geological literature is considered to have the longest half-life of any science--much of it does not become obsolete. The paleontologist, for example, regards the original fossil description as invaluable. However, for the geochemist, the half-life of the literature has a very brief span and the investigator requires information as soon as, or before, the ink is dry.

One geoscientist, such as a mineralogist, may want the literature searched by the usual author or subject approach; another, as the oil geologist, may ask for a search by geologic time unit (e.g. Lower Permian of West Texas); or a field geologist may be interested in a local geographic or physiographic description. Seismologists investigate where, when, how, and why events occur, whereas the environmental geologist wants to know where and when human impact might affect his area of study. Indexing and abstracting reference tools for the geologist have the task of analysis from all these different approaches. Other indexing tools upon which the geologist depends usually do not approach subject matter from so many angles, especially the geographic and temporal aspects.

Type of Employment

Employer philosophy is a strong influence on how the geologist uses the literature. Type of employment varies from some aspect of pure research in governmental and private institutions, to teaching of geosciences, to work in economic mineral and petroleum exploration. By far the largest number of geologists are in the latter category.

The academic user tends to be dependent on the indexes and bibliographies of nearby science libraries and on his own personal correspondence and collection of texts and reprints. His needs are fairly well served by interlibrary loan and copy service. Given time, his requests are usually fulfilled. The individual in pure research may have difficulty obtaining original and older publications because he is often interested in 100% coverage of the literature. He may also run into deprivation problems by being unaware of all the existing material because none of the major indexing tools in English, French, or Russian cover all of the world geological literature. Except for large libraries, the user may not have ready access to all these indexes.

The exploration geologist has equally demanding needs but will usually settle for less coverage and less delay because his needs are competitive, immediate, and economically motivated. The scientist who is associated with an institution or is located near a medium size science library is assured of moderate fulfillment of his needs. For a geologist with no ready access to a library, however, there is no service available to him comparable to that provided by the Engineering Societies Library whereby copy and loan service is provided for a fee. To many geologists, present coverage and availability of the literature is adequate, but to others, particularly those doing active research or working in exploration, the need for improvement is evident.

Needs and Recommendations Concerning the Geoscience Literature

Typical attitudes of geoscientists in specialized disciplines are as follows:

The geophysicist: values the now deceased publication of the government-produced Geophysical Abstracts. Nothing is considered comparable in coverage and abstracting service.

The paleontologist: feels that large gaps exist in U.S. library collections for foreign literature, particularly Russian, Chinese and East European.

The engineering geologist: would like to see more masters theses included in bibliographies.

The petrologist: needs more in-depth indexing.

The hydrologist: is satisfied with current indexing but concerned that the government publication Selected Water Resources Abstracts will cease in 1974.

The coal geologist: needs more detailed indexing.

The geochemist: considers current awareness absolutely necessary to keep up with his field of work. Gaps in U.S. collections in foreign literature are a problem.

With such an obvious variety of specific needs for specialized disciplines, the following discussion concentrates on common problems and remedies within the geoscience profession.

Maps

Many geologists reiterate the need for better cartographic bibliography, in particular, current awareness and indices by region for recently published maps. Geologic maps, as opposed to topographic maps, are difficult to obtain. Many maps are not listed in new publication lists. They are not indexed in bibliographies. They are not cataloged in many libraries. The U.S. Geological Survey monthly map listing is good, but the suggestion has been made that it would be greatly enhanced by a supplement which would include its own library acquisitions outside the U.S. Maps, of course, are hard to copy for inter-library loan purposes.

There has also been frequent expression of the need for map standardization covering paper, size, terms, quality, running titles, indexing of, and coordinate location. It is true that some of these aspects could be improved, yet, the tremendous diversity of mapping objectives precludes some forms of standardization. For example, a map may cover a standard 15 minute quadrangle on any choice of linear scale; or, a small outcrop; or, a nation, a continent, or the world. A map may show contoured topography, areal geology, surface, or sub-surface structure; stratigraphic convergence; lithofacies; palaeogeography; ore bodies; reservoir quality, and new map concepts are invented as quickly as the need arises. There is no economic motivation, and hence, no probability of a cooperative effort to standardize size, color, or symbols, since each type of map is intended to reveal as clearly and convincingly as the author's ingenuity permits, his own special interest.

Aerial Photographs and Remote Sensing

Closely akin to the problems of maps are the requests for more information concerning specific regions, for source materials, and its availability in aerial photography and remote sensing. The U.S. Geological Survey Map Information Office makes every effort to coordinate regional and state map information and to direct users to the proper source to obtain suitable coverage. Possibly a regular series could be initiated with cumulated information.

Search Tools to Identify Published Materials

The Bibliography and Index of Geology is the major printed tool for geologists in this country. There is a general feeling that this tool of world geological literature is not as comprehensive in coverage as the indexes and abstracts which it presumably replaced. Geotitles (published in Great Britain) does not fill the need for more coverage or in-depth indexing. Geoscientists miss intensely the abstracting literature which was provided for them for so many years by the U.S. Geological Survey. To the extent that abstracting tools are curtailed, the only remedy is more detailed indexing.

Geologists for the most part do favor coverage of the literature under one title with monthly issues and an annual index. However, they would like the Bibliography and Index of Geology to index articles faster, cover more material (particularly in the applied and practical fields), expand the detailed indexing, and produce cumulated indexes. The Science Citation Index has a faster publication rate but limited coverage in geology. Costs are rapidly rising, and there is a need to keep that of indexing tools within the financial limits of libraries of all sizes.

Location and Availability of Material

Problems arise not only in discovering that material exists, but also in determining its availability for either loan or copying. Frequently, such problems involve older material, foreign material, or a publication containing plates, maps, or figures not readily loaned or reproduced. Copies of plates are available from relatively few sources, and serial volumes are seldom loaned. If a national geoscience library is not feasible, regional centers and depositories with cooperative acquisition programs must be established. These regional centers should be connected by an information network to meet the needs of all earth scientists.

Regional bibliographies of non-serial materials and union list of hard-to-find items need to be produced. These, in turn, should be announced in national publications. National and regional geoscience union lists of serials also need to be encouraged and supported. Few geoscience libraries are listed in the union list, *New Serial Titles*.

Microforms

Whereas the space advantages of microform materials are appreciated, geoscientists object to its several disadvantages: (a) difficulty in comparing illustrations, (b) necessity for special equipment which is often non-uniform in design, (c) restriction as to where it can be used, and (d) difficulty of "scanning" a journal for its personal relevance.

Foreign Literature and Translations

American geoscientists face a language barrier in their discipline, where it has been estimated that 45% of the literature is generated in Eastern Europe. Large gaps of foreign literature exist in this country, and some foreign journals are difficult to obtain. Geology is a place-oriented discipline, and foreign literature may be the only source of specific information.

Many journals, of course, are not translated and those that are, are necessarily expensive. Holdings of foreign resources should be built up in this country, and translations of geoscience material from books, serials, and symposia compiled. Information on how these translations may be obtained should be included.

Terminology

Terminology in the geosciences can be very confusing because the same word may be used with several different meanings. When a formation, fossil, or rock is first described, it has a certain amount of "status priority". With time and/or varying localities, the meaning may evolve and change. Probably this type of terminology will never be standardized. On the other hand, geologists should not arbitrarily alter the meaning of established terms to fit their own needs.

Research Awareness

Specific research in progress is generally difficult to discover and locate. The exploration and research geologists are always interested in the latest work in progress. *Earth Sciences Research Catalog* and *Earth Science Research in Progress* are two efforts in this direction published by University of Tulsa and Academic Media respectively. A regional or central agency might devise a simple questionnaire to elicit from research institutions, for their own protection and for avoiding potential duplication, information on their individual and group research projects, which could then be compiled by discipline, objectives, current status, field work in progress, etc. Such a questionnaire could be published in the major journals and addressed to college and university departments of geoscience, the U.S. Geological Survey, the fifty state geological surveys, and selected research institutions.

Recent Publications

The Bibliography and Index of Geology is too slow in indexing journal articles, and journals have such large backlogs that articles are held too long before publication to prevent inadvertent duplication of research. Thus, an investigator may be deprived of foreknowledge of work that affects his field of interest. The American Geological Institute has been considering a prepublication abstract journal to alleviate problems of current awareness.

Abstracts

Abstracts of papers presented at meetings are indexed, but frequently the paper is never published. Sometimes the title is changed for publication, thus confusing or eluding the researcher.

State of the Art Reviews

More good review articles which include adequate references would alleviate the pressure and wasted time of individual efforts to keep up with the accelerating growth of the literature. Individual journals attempt such reviews--perhaps there needs to be a way to bring these to the attention of the user.

Deluge of Literature

Authors and publishers must identify original and creative contributions as distinguished from minor contributions in the deluge of repetitious, mediocre-to-inconsequential geoscience literature. Many articles are made to look impressive by a large body of reference which are repeated over and over by all interest-related investigators at great cost in paper, ink and space. There is much duplication, especially within environmental and geotectonic publications compiled under an editor sponsorship. Duplication of references, data, and interpretations represents too high a percentage of the current literature.

One remedy is that publishers use better judgment in choosing their prepublication referees. They could also require that bibliographic citations be restricted, by insisting on reference to a general, all-inclusive bibliography such as the one on continental drift compiled by Meyerhoff and Teichert in Journal of Geology.* Another remedy could be that some unbiased organization take the responsibility of enumerating the worthwhile sources in each specialized field of geoscience to which each subsequent author could refer for his references.

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*A.A. Meyerhoff and Curt Teichert, "Continental drift...," Journal of Geology, LXXVIII (January, 1970), 1-51; LXXVIII (July, 1970), 406-44; LXXIX (May, 1971), 285-321.

Petroleum Geologists

Gathering information for this report has emphasized the fact that petroleum geologists, at least those associated with major oil companies, are in a better position than most geoscientists to identify, locate, and obtain published material. Petroleum Abstracts and the American Petroleum Institute's Abstracts of Refining Literature cover the world literature in the field and are far more current than most indexing and abstracting tools. Few libraries except the specialized oil company library can afford these services, however. In other words, the petroleum geologist has abstracting tools for his specific needs, and an index to the latest petroleum publications. Many oil companies have staffs of well-trained, experienced librarians who identify, locate, and obtain needed information for the oil geologist. It is true, of course, that if Petroleum Abstracts is not available to him, the petroleum geologist does not find the coverage of the Bibliography and Index of Geology comprehensive enough.

Within the mineral industries, literature outlays and library staff are a major resource of successful, competitive operations and are charged-off as an expense of doing business, which is not true in most research institutions. The latter depend heavily on tax supported research funding agencies, whether federal or tax-exempt trusteeships and foundations.

The needs of the petroleum geologist with regard to geoscience literature arise mostly from: (a) need for speed in obtaining material, (b) difficulty of borrowing material if it is a serial or older publication, (c) difficulty of locating materials, particularly if foreign or of a type not nationally announced, and (d) finding material that is outside the sphere of Petroleum Abstracts.

Conclusion

It should be clear from the foregoing that priorities of need exist in the mind of each specialist with a consensus of opinion being concerned largely with the common need for (a) greater coverage of the geological literature, (b) abstracts or in-depth indexing, (c) regional, if not national, depositories connected into a network of information, (d) quicker awareness of published materials, (e) knowledge and availability of hard-to-find materials, and (f) foreknowledge of on-going research and prepublication results.

Petroleum geologists are the best served of geoscientists because their industry is willing to pay the cost as an aspect of competitive enterprise. In contrast, the non-industrial geologist must depend on tax-supported governmental institutions or tax-exempt foundations which historically are not of prolonged dependability.

AN ANALYSIS OF PRINTED BIBLIOGRAPHIC SERVICES IN GEOLOGY

Dederick C. Ward

Bibliographic or secondary information services that American geologists use can be categorized into international services; national/regional services; and specialized services.

International Services

The countries having international bibliographies in geology are the United States, Great Britain, USSR, Germany, France, and Japan.[1] These international services portend to cover world wide literature, but, in fact, none capture all of it.[2] Each covers best the literature closest to home.

Although there is some debate as to which language claims most geological publishing,[3] English-speaking geologists read English language books and articles almost to the exclusion of all others.[4] It would seem reasonable to assume that they also use, almost exclusively, the secondary information services in the English language.

The English language bibliographies which cover worldwide publishing in geology are Geotitles Weekly and the Bibliography and Index of Geology.

The former is not popular in American libraries because (1) performance has not measured up to its claims in the areas of frequency and coverage; (2) the indexing lacks depth; and (3) there is no annual printed index included in the purchase price of $300/yr., rendering the service useless for retrospective searches, at least at this time. In the area of currency, however, citations appear in GW as early as 3 months after receipt of source material, whereas in the GSA Bibliography, the delay is 6-18 months.

> Bibliography and Index of Geology: The GSA Bibliography was begun in 1934 as the Bibliography and Index of Geology Exclusive of North America to complement the U.S. Geological Survey's national bibliography, the Bibliography of North American Geology. The GSA Bibliography was annual until 1969, when it merged with the U.S.G.S. bibliographies (North American and Geophysical Abstracts) to form the monthly Bibliography and Index of Geology (worldwide coverage).
>
> Within the monthly issues, citations are arranged in 21 fields of interest. Author and subject indexes accompany each issue and cumulate annually, as do the citations. The subject indexes follow the system which was devised by F. B. Weeks and J. M. Nickles at the beginning of the century for the Bibliography of North American

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Geology. This same 3-level hierarchial scheme has continued to the present day and has been adapted to automatic data processing equipment.

An agreement between the GSA and the American Geological Institute in 1967 specifies that AGI collect and file information in its GEO·REF data bank, and that the GSA buy and publish most of the data in its Bibliography and Index of Geology. In 1972 the bibliography began to include theses and dissertations from the U.S. and Canadian universities. The bibliography does not include governmental technical report literature.

The GSA Bibliography is popular in American libraries because (1) geologists are familiar with the Bibliography and its predecessors and favor the indexing scheme (which is considerably deeper than the one in Geotitles Weekly); (2) local coverage is assured; and (3) the Bibliography is supplemented by the tape services of GEO·REF. A disadvantage is that the Bibliography is not as current as it could be. The reason for this is that GEO·REF has had to give up its subscriptions to the source literature, and now must rely on the Library of Congress and the U.S. Geological Survey Library for this material. In these libraries, books and articles are subject to higher priorities before being made available to GEO·REF.

As for coverage, a projected 40,000 citations for 1974 falls far short of the estimated 100,000 papers in geology each year, but the other international services are doing no better.

Abstracts

Neither the British nor American services have abstracts. This is because neither can afford to abstract and still maintain worldwide coverage under the profession's present subsidies. International services in geology would have to be heavily subsidized to include abstracts; they are more prevalent at the regional and specialized levels where coverage is limited.

If given the option, American geologists would prefer abstracts, particularly those of foreign language articles. Geophysicists were particularly hard hit when the U.S. Geological Survey dropped Geophysical Abstracts in 1971. Apparently they have not adapted too well to the geophysics coverage (without abstracts) in the Bibliography and Index of Geology. A similar lament has come from the vertebrate paleontologists when the Society of Vertebrate Paleontologists, because of funding difficulties, decided to drop the Bibliography of Fossil Vertebrates.

National and Regional Services

National and regional bibliographies document the geology of a country, or a larger or smaller region.[5] They tend to be more complete than the international services, but they are usually several years behind them in publication. Just about every country has, or has had, national bibliographies of some kind, published by the government, universities, or private individuals. Some are published periodically, some are published irregularly as monographs covering a given period of time. When they are interested in a specific area, American geologists will use national bibliographies in all languages because they are usually retrospective to an early date, and they tend to be complete. Of course, they will prefer the English language citations. For more up-to-date references the geologist may turn to the Bibliography and Index of Geology. A problem with national bibliographies is that sometimes they are scattered in the literature and are hard to trace.

Some countries that place emphasis on international bibliographies have dropped their national ones--currently, the United States, Great Britain, and France do not have national bibliographies in geology.

> Bibliography of North American Geology, 1887-1973: This regional/national bibliography was published by the U.S. Geological Survey in 1887 with subsequent cumulations by Darton (1896) and Nickles (1923) extending coverage back to 1732. From 1887 until 1973 (coverage through 1970), the Survey has published the bibliographies annually in its Bulletin series, cumulating them every 10 years (with the notable exception, 1960-1969).
>
> From 1967-1971, the Survey issued Abstracts of North American Geology, a monthly which cumulated annually as the Bibliography of North American Geology. In 1969, by agreement among the Survey, the GSA, and the AGI, North American literature became the responsibility of GEO·REF and the GSA Bibliography. The Survey published two more bibliographies, covering the years 1969 and 1970, in 1972 and 1973.

U.S. State Bibliographies

To date, most state bibliographies have been compiled by state geological surveys and are issued at regular and/or financially feasible intervals.[6] Not all states have them. Recently, some state surveys have found it convenient for GEO·REF to prepare indexes for them from the national files, saving duplication of effort. This method is gaining acceptance among state surveys; state bibliographies for California, Colorado, and Missouri are now in preparation by GEO·REF.

Specialized Services

Specialized (subject-oriented) services[7] are used more heavily than national services because most of them are international in scope. Many provide abstracts, and there is an increasing practice to publish in English. Like the national bibliographies, some are published periodically (current awareness) and some are published as multiyear cumulations (retrospective). The larger specialized services issue annual indexes (sometimes cumulating into multiyear indexes), whereas the smaller current awareness bibliographies published periodically in journals do not cumulate.

Coverage varies, as some services only report literature selected as central to the field, while others attempt to exhaust the literature (like the national bibliographies). Typically, specialized bibliographies have a few hundred to a few thousand citations per year. Recently a journal publisher (Marine Geology) employed GEO·REF to prepare, from its files, bibliographies of current interest to the journal's readership. GEO·REF also prepares the Bibliography and Index of Micropaleontology for the American Museum of Natural History.

Two specialized services which have ceased bear mention, because they have been especially lamented by their respective users--Geophysical Abstracts and the Bibliography of Fossil Vertebrates.

Conclusions

1. The literature of geology contains so much local and esoteric material that coverage of 2/3rds of the estimated worldwide total (100,000) would appear to be an outstanding achievement for an international printed bibliographic service. This level is approximately 20,000 more citations per year over the current GEO·REF/GSA projection of 40,000. At this time, it would be unrealistic to hope for an international geological abstracting service in English, since current subsidies from the profession are not enough, and present coverage is below what it should be. For specialized bibliographies, however, geologists want abstracts, and these services should be continued.

2. GEO·REF must find a quicker way to obtain source material for indexing purposes and for the preparation of the Bibliography and Index of Geology.[8]

3. There should be a 10-year cumulation of the Bibliography of North American Geology (1960-1969) to facilitate retrospective searching in the printed bibliographies. Also, the existing 10-year cumulations should be reprinted, as they are now out-of-print.

4. Regional/local and specialized services should use the resources of national data banks to produce bibliographies and prevent duplication of effort.

Notes

1. United States:

   Bibliography and Index of Geology. Boulder, Colo.: Geological Society of America, 1969- . Monthly. $250/year, with substantial increase planned.

   Great Britain:

   Geotitles Weekly. London: Geosystems, 1969- . Weekly. $300/year. Cumulated indexes on microfilm (Geotitles Repertorium) estimated at $250 extra. Service is apparently far more costly for large libraries.

   USSR:

   Referativnyi Zhurnal: Geologiya. Moscow: VINITI (All Union Institute for Science and Technology Information), 1956- . Monthly. $146/year. Abstracts and indexes in Russian.

   Germany:

   Zentralblatt für Geologie und Paläontologie; Zentralblatt für Mineralogie. Stuttgart: E. Schweizerbart'sche, 1950- . Irregular. Price varies $11-$30/issue. In various languages, mostly German. Announced that future volumes will contain more progress reports, less citation coverage.

France:
Bulletin Signaletique: Sciences de la Terre. Paris: Centre National de Recherche Scientifique, 1972- . Monthly. Issued in 8 parts; 100 francs per part. French language covered best.

Japan:
Kagaku Gijutsu Benken Sokuho [Current Bibliography on Science and Technology: Earth Sciences Tokyo: Japan Information Center of Science and Technology, 1958- . Semimonthly. Abstracts and index in Japanese.

2. It has been estimated that 100,000 papers in geology are published each year [Joel J. Lloyd, et al., "GEO·REF, a Review," Journal of Geological Education, XXI (May, 1973), 126-29; and G. Lea, et al., "Geological Literature," in Encyclopedia of Libraries and Information Science, IX (New York: Marcel Dekker, 1973), 309-64]. Relative coverage of the six services listed above is indicated by the following figures:

   Geotitles Weekly - estimate 35,000 - 40,000 in 1973.
   GSA Bibliography - 37,920 in 1972; 32,951 in 1973; estimate 40,000 in 1974.
   Referativnyi Zhurnal: Geol. - estimate 41,000 in 1972.
   Zentralblatt, both sections - estimate 12,000 in 1968 (low coverage).
   Bulletin Signaletique: Sciences de la Terre - estimate 36,000 in 1970.
   KGBS (Japan) - estimate 35,000 in 1968.

3. H.E. Hawkes ["Geology," Library Trends, XV (April, 1967), 816-28] estimates that 30% of the world's geological literature is in Russian, 27% in English, 11% German, 21% other; and G. Lea, et al.,["Geological Literature," in Encyclopedia of Libraries and Information Science, IX (New York: Marcel Dekker, 1973), 309-64] adjust test figures to give 32% Russian, 56% English, and 12% all others.

4. See two excellent articles:
F. T. Manheim, "Foreign Literature and Translations in Earth Sciences," Proceedings of the Geoscience Information Society, II (September, 1972), 11-52; and G. Y. Craig, "Communication in Geology," Scottish Journal of Geology, V (December, 1972), 305-21.

5. Examples of national and regional bibliographies:

   Bibliography of North American Geology. Washington: U. S. Geol. Survey, 1887-1971.
   Abstracts of Belgian Geology and Physical Geography. Ghent: Geol. Inst. Univ., 1969- .
   Bibliography and Subject Index of South African Geology. Pretoria: Geol. Survey, 1957- .
   Bibliografia Geologiczwa Polski. Warsaw: Inst. Geol., 1924- .
   Bibliographie Geologique de la Tunisie. Tunis: Service Geol., 1954- .
   Avnimelech, Moshe A., Bibliography of Levant Geology, Jerusalem, IPST, v. 1, 1965; v. 2, 1969.
   "Recent Polar Literature," in each issue of Polar Record, (Cambridge, Eng.: Scott Polar Research Institute, 1931-).

6. A Guide to state bibliographies is by H. K. Long, A Bibliography of Earth Science Bibliographies of the United States of America. (Washington, D.C.: American Geological Institute, 1971).

7. Examples of specialized services:

   Geophysical Abstracts. Washington, D.C.: U. S. Geological Survey, 1929-1971.
   Bibliography of Fossil Vertebrates. Boulder, Col.: Geological Society of America, et al., 1902-1972.
   Mineralogical Abstracts. London: Mineralogical Society, 1922- .
   Chemical Abstracts (Mineralogical and Geological Section; Petroleum Section). Washington, D.C.: American Chemical Society, 1907- .
   Oceanic Abstracts. La Jolla, Calif.: Oceanic Research Inst., 1964- .
   Bibliography and Index of Micropaleontology. New York: American Museum of Natural History, 1972- . A product of GEO·REF.
   "Glaciological Literature," current awareness service in each issue of the Journal of Glaciology. Cambridge, Eng.: Scott Polar Research Institute, 1947- .
   Petroleum Abstracts. Tulsa: University of Tulsa, 1961- . Supplemented by a tape service.
   Rock Mechanics Quarterly Abstracts Bulletin. New York: AIME, 1970- .
   Geographical Abstracts A: Geomorphology, Norwich, England: Geo Abstracts, 1960- .

8. Two of my correspondents suggest the possibility of a national network of indexers, similar to the network of editors some journals have established.

AN EVALUATION OF GEO·REF

Julie Bichteler

Introduction

In its draft proposal, "A New National Program of Library and Information Service,"[1] the National Commission on Libraries and Information Science suggested that the program be based on a national network joining libraries and information centers throughout the U.S. In the present discussions by Wheeler and by Aull, some views of a national network for the geosciences are proposed. Regardless of the form and organization of such networks, necessary and integral components will undoubtedly be the large-scale computerized bibliographic data bases, produced in recent years for many disciplines.

GEO·REF, the international data base of the geological sciences, is of critical concern to the geoscience community. This paper will discuss and summarize aspects and problems of GEO·REF from the point-of-view of its users; the content is based on a recent investigation by Bichteler[2] and on an informal user survey, just completed.

Background

In 1966 the American Geological Institute (AGI) agreed to produce monthly by computer the *Bibliography and Index of Geology Exclusive of North America*, published by the Geological Society of America (GSA). Its title was changed to the *Bibliography and Index of Geology* in 1969, with a concomitant increase in scope; in July of that year, the AGI Board of Directors accepted the request of the Committee on Geoscience Information to establish a "bibliographic reference center for the geosciences."[3] This reference center, to be known as GEO·REF, would use as its base the data on magnetic tape accumulated in producing the *Bibliography*.

It is significant that in the early days apparently little, if any, thought was given to the future use of the data base for automated retrospective and current literature searching. As Schneider[4] has pointed out, the AGI is certainly not unique in this lack of foresight:

> . . . many producers of indexed data originally focused the design of their systems on the production of a published product . . . Production of magnetic tapes as a by-product of the publication process, and their use for retrospective searching or for SDI services, was a much later development, almost an afterthought. Yet use of these tapes is growing so rapidly, that it may be time to redesign the tape-producing systems, with ease of tape use for SDI

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services and retrospective searching as the primary consideration, and with publication of abstract and index bulletins or title listing relegated to secondary importance.

In 1971 AGI assumed responsibility for expanding GEO·REF to include information previously covered by various U.S. Geological Survey publications. Since that time GEO·REF has continued to serve as a multi-purpose system and the "center for bibliographic control of the geologic literature."[5] By Spring, 1974, the data base contained more than 200,000 references stored on magnetic tape with over 3000 per month being added. These references include journal articles, symposium and conference proceedings, theses, monographs, and reports.

Data Base Implementation and Indexing

In order to obtain feedback on implementation of GEO·REF tapes and on aspects of search formulation after the data base is implemented, four subscribers* were contacted and asked to respond to some open-ended questions. Their remarks centered around two problem areas, discussed below.

Mnemonics

The mnemonics or tags used for information fields such as accession number, author, journal title, date, etc., are inconsistent. The meanings of some of the tags have varied over the years; thus, the programmer is forced to be "year conscious" when processing GEO·REF tapes--an annoying but manageable problem. More serious is AGI's practice of allowing the currently-used meaning of tags to vary according to the type of publication. Thus, the attribute of one tag may depend on the value of another tag; the tape processing program can no longer be value independent if one wishes to be able to search on these particular fields.

Indexing

The indexing system employed reflects the rather unusual and complex approach of the Bibliography and Index of Geology and is inappropriate for machine processing. Recall that in 1967 the sole aim of AGI was to produce the Bibliography; Ochs** has pointed out that the problem was considered to be simply one of matching the content and format of this published product. A document may be indexed by several three-level "index sets," familiar to all users of the Bibliography, with increasing specificity in each set from first to second to third levels. A particular term may be used in more than one

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*Ms. Betty Miyahara, Marathon Oil Company, Littleton, Colorado.
Ms. Mary Leham, Geological Survey of Canada, Ottawa, Ontario.
Mr. John Edward, University of Georgia, Athens, Georgia.
Mr. Christopher Yurkanan, The University of Texas at Austin.

**Gerald L. Ochs, formerly Professional Staff Associate, GEO·REF; interviews with Mr. Ochs were held at AGI, Washington, D.C., September 19-20, 1973.

index set for a single document and may appear at different levels. Although standard lists of terms are used by AGI indexers, considerable latitude is allowed in adding terms on the third level; these new, uncontrolled terms do not appear in the GEO·REF Guide to Indexing,[6] but may be discovered by a keyword listing by computer of all terms used.

GEO·REF users agree that this lack of a thesaurus and controlled vocabulary is a major problem in search formulation. As pointed out by the Marathon Oil subscribers who offer both an SDI service and retrospective searching on post 1970 data:

> The main difficulty in formulating the search arises from the fact that there is no controlled vocabulary or thesaurus for GEO·REF. We partially solve this problem by generating - from the master record tapes themselves - a "term guide" or alphabetical listing of terms that have been used in indexing the records. This term guide must be consulted in order to know if a term can be used in a search strategy . . . even with the term guide the generating of useful descriptors depends primarily on the imagination of the searcher. This means that the immediate user of GEO·REF must either be very familiar with the nomenclature of the geosciences or have some other specialized thesaurus (with good "see also" references) available to him.

Another implementation problem relates to the repetition among index terms. There is general agreement among GEO·REF tape users that, for computer implementation, no special designation or consideration of levels should be made. In other words, all terms at all levels are simply treated as keywords attached to the document. Care must be taken, therefore, to avoid loading duplicate keywords for a document.

Finally, the indexing terminology itself should be improved and standardized. For example, material is indexed under both singular and plural form (APPLICATION, APPLICATIONS); long phrases appear as index terms (CHANGE OF BIOTITE TO CHLORITE AND MUSCOVITE); use is made of very similar terms (CASPIAN AREA, CASPIAN SEA AREA, CASPIAN REGION); and misspelled and meaningless terms occur (AUSTRALSIA, ALFRED). Some improvements in indexing have been made in files dating from 1971, however, much is left to be accomplished.

Reactions of Geoscientists

In order to investigate the capability of GEO·REF for retrospective searching, eleven queries were run on the complete data base as implemented by AGI on INQUIRE. Nine geoscientists at The University of Texas at Austin voluntarily participated in this project. Each was asked to state a research topic or topics of current interest, as broad or as narrow as he wished.

After the searches were completed, each user evaluated his output based on a document surrogate of: author(s), source, original and translated title, and keywords on which the item was retrieved. Eight of the eleven searches were successful from the point of view of the users, who felt that such a retrospective search capability would be a valuable aid to research efforts. Precision averaged 51 per cent on a four-point scale.

Due primarily to the lack of abstracts, 12 per cent of the total of 1502 items retrieved could not be evaluated. GEO·REF users are unanimous in their desire to have abstracts or annotations included; they have good reason indeed to be dissatisfied, as geoscience is unique among major scientific disciplines in its lack of a comprehensive abstracting service, printed or automated.

Other reactions from the users included strong appreciation of the translated titles and mild irritation over errors such as duplicate entries in the data base or incomplete information input for some references. Several were able to suggest references which they thought should have appeared in their output; upon examination of the Bibliography it was found that most of these had simply not been indexed in such a way as to be retrievable by the search strategy. A few, however, of appropriate type and date could not be located in the Bibliography. The question of completeness of coverage of the literature by AGI was thus raised.

Mr. Clarence Sturdivant has pointed out that GEO·REF users at Marathon Oil Company have also been concerned with this problem. Marathon produced a printout of all GEO·REF entries for 1972 by source. Several apparent gaps appeared in the list, particularly in publications from state geological surveys. Likewise, Ms. Mary Scott became aware of this situation when she examined the results of a GEO·REF search run for the North Dakota Geological Survey; many North Dakota publications which should have appeared were absent.* She investigated and discovered that AGI had inadvertently been removed from the Survey's mailing list and had not been receiving their publications! These examples illustrate that a practice of relying on state surveys to forward their own publications is inadequate.

A recent informal survey of GIS members has continued to emphasize this problem. Over and over, critical comments concerning coverage of GEO·REF (and the Bibliography) are heard. "GEO·REF is not comprehensive enough in its coverage and does not go back far enough in time." "How good is the coverage [of GEO·REF]? We need some control over the coverage or some assurance that it is very complete." "GEO·REF should include selected titles from other disciplines--soil science (for geomorphologists), physics (for geophysicists), etc." Users are also concerned about the cost of GEO·REF: "The cost is too high for the average geologist without outside funding and is also out of reach of a student."

Conclusion

Although this study has presented some criticisms of GEO·REF, it must be pointed out that the majority of geoscientists and librarians who have used the data base are pleased with the results of their SDI programs and retrospective searches. The dramatic rise in the annual number of searches conducted by AGI since 1970 is evidence of the geoscience community's increasing reliance upon GEO·REF. Furthermore, the 1973 on-line implementation of GEO·REF by System Development Corporation may have implications for increased use.

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*Mary Scott, conversation held during meeting of the Geoscience Information Society, Dallas, Texas, November 1973.

Ochs has encouraged wider use of the data base for a variety of purposes, such as supplying listings of articles of interest to attendees at conferences. An example of this type of publication is GEO·REF's A Refererence Listing to Stratigraphic Palynology, produced for the 1972 annual meeting of the American Association of Stratigraphic Palynologists. In addition to producing the Bibliography and Index of Geology, GEO·REF is, of course, already used for compiling special subject bibliographies such as Bibliography of Coal in Kentucky and Bibliography of Kansas Geology, as well as for providing indexes to several geological journals.

Specific suggestions have been outlined for improving the indexing used in GEO·REF. In addition, the development of a standardized thesaurus for controlled indexing terminology seems essential, particularly in light of the possibility, suggested by Mr. Joel Lloyd of AGI, of using cooperative foreign indexing. GEO·REF subscribers should, of course, be supplied a thesaurus tape. Further, basic questions concerning the indexing philosophy itself should be considered. Ochs, for example, has suggested the use of longer annotations and less in depth indexing. Thus, the structure of the index evidently preferred by GSA for the Bibliography would be retained, with improvement of the data base for the GEO·REF user. Longer annotations or the eventual use of abstracts would serve a dual purpose: (1) user evaluation of retrieved surrogates would be easier and more accurate; and (2) the search capability would be enhanced, i.e., one could search on words or specific combinations of words appearing in the abstract.

Insuring complete coverage of the geological literature should be a major concern of AGI. A more active acquisitions program would be desirable, although, of course, considerably more expensive.

When considering changes and improvements in GEO·REF, the geological community should keep in mind the significance and potential of the data base as a means of automatic retrieval. Requirements, real or imagined, necessary to produce various printed publications should not be allowed to dominate the system.

A real dilemma arises when one considers these user suggestions and proposed improvements in the light of funding available for GEO·REF. Expanding coverage is an expensive undertaking; development of a thesaurus would require a considerable outlay of funds. The summary of a recent report from the AGI/GSA GEO·REF Steering Committee,[7] outlined recommendations for reducing expenses:

> This committee . . . noted that beginning with 1975 the National Science Foundation will no longer support GEO·REF operations. It recommended quarterly budget revision; that a list of priorities and a contingency plan be drawn up for 1975; that AGI attempt to reduce the unit cost of identifying, indexing and processing bibliographic information; that indexing input be sought from professional societies, government agencies, and other outside services; that more editorial work on GSA's Bibliography & index of geology (for which GEO·REF provides the basic input) be shifted to GSA; that plans for marketing of GEO·REF services be strengthened.

The conflict between a recommendation such as "attempt to reduce the unit cost of identifying, indexing and processing bibliographic information" and the user's desire for abstracts, increased coverage, and a standardized thesaurus is obvious.

Dr. Cornelius Burk, Jr., former Chairman of this Steering Committee, has summarized problems of GEO·REF and its importance to the geoscience community:*

> In the present age of energy and mineral shortage, it is increasingly important that basic information about earth resources be readily available. The GEO·REF file of the American Geological Institute is a major contributor to providing such information. National, institutional, and corporate information services are now coming to depend on GEO·REF to an increasing extent. As former Chairman of the AGI/GSA Steering Committee on GEO·REF, I have had occasion to study the operation and development of computer-based bibliographical systems in some detail. I find it ironic that as the need for this type of information increases, the services and quality of work are deteriorating, not improving. These difficulties appear closely related to poor financial support from government, ineffective management of operations, and counter-productive hassles with competing services. I have no good solutions to these difficult problems, but can only emphasize that future development of earth resources will depend significantly on satisfactory solutions.

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*Letter, C. F. Burk to J. Bichteler, February 15, 1974.

A NATIONAL NETWORK OF GEOSCIENCE LIBRARIES

Sara Aull

The National Commission on Libraries and Information Science, in its draft of a proposal on "A New National Program of Library and Information Service,"[1] identified the safeguarding of national knowledge resources as one of the principal responsibilities at the federal level. The National Library of Medicine was mentioned, in addition to the National Library of Congress, as an institution "whose collection and services constitute unique national assets," and whose collection could play an important role in a national program.

The U.S. Geological Survey Library is a unique national knowledge resource. Founded in 1882 for the benefit of personnel in the newly established Geological Survey, it has become the world's largest specialized collection in geology and related subjects, including mineralogy and paleontology. Academic, industrial, and public libraries look to the Survey Library for many publications not available in their localities, such as older works, foreign publications (particularly those issued by professional societies or institutes in limited numbers and distributed primarily on an exchange basis), field trip guidebooks, and maps. Geoscientists have numerous occasions to refer to early studies and papers. Often these are obscure and difficult to locate except in a government library. Whereas practicing physicians are concerned primarily with the literature of the past three to five years, geologists' literature needs may span decades or centuries, depending upon the geographic and subject areas being explored.

The Survey Library is a prime resource in an unstructured network of geoscience libraries that functions on an informal basis. This network includes the U.S. Geological Survey Library with its Denver Field Center Library, Menlo Park Field Center Library, and Astrogeology Branch at Flagstaff, Arizona; State geological survey libraries (many of which are associated with state-supported universities); libraries in scientific museums and research institutes; academic libraries; industrial libraries; and some public libraries. These are the resouce libraries; their librarians are the major information handlers.

Special librarians are active participants in and contributors to this informal network composed of both publicly and privately supported organizations. Through membership in professional organizations, like the Geoscience Information Society and Special Libraries Association, they cooperate in sharing resources of their libraries and in sponsoring bibliographic aids for locating publications and other material needed by their users. As members of Geoscience Information Society, they participate in the work of the American Geological Institute (GIS is a member society), and, since 1971, have had

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representation on the Institute's Committee on Geoscience Information.

Initiative for an information system for the geosciences came from the private sector, through the American Geological Institute. A Concept of an Information System for the Geosciences,[2] prepared by the Institute's Committee on Geoscience Information, was endorsed in 1970 by official delegates from its 17 member societies. The following year, GIS invited Wallace Olsen* to present a paper on "A Library Network for the Geosciences"[3] at its meeting devoted to a discussion of the concept plan. He made the point that the plan did not display adequate awareness or concern for the role of the geoscience libraries and cited examples of agriculture and medicine in which their national libraries were placed as the nuclei for systems. Libraries provide both visibility and single-agent approach, essential to successful operation of a system.

The U.S. Geological Survey Library should be the nucleus of an emerging geoscience information system. It makes sense to build on strength and ask the federal government to recognize the need by providing authority and funds necessary to make the Survey Library an official center of a national network of geoscience libraries and a component part of the geoscience information system. This system would include data bases such as GEO·REF and the automated API services, information centers like those for oceanography and oil information, and other geology related data bases and information centers supported by the government, like NOAA EDS Center or the EROS Data Center. The library network would give the user a convenient way to tap the resources of specialized services whether they be supported privately by petroleum companies or publicly by the taxpayers' dollars.

The formal national network of geoscience libraries might be started as a USGS-State geological survey library network, financed through federal and state funds. The State survey libraries are already focal points for acquisitions within the states and for both local and national services. The Director of the U.S. Geological Survey and the Association of American State Geologists would have the enthusiastic and willing assistance of the Geoscience Information Society and other interested groups in helping design a national network of geoscience libraries on this base.

Before the environmental and energy crises, interlibrary loan service from the Survey Library was reasonably adequate. It supplied actual documents--a service especially appreciated because of the need of users to see charts, plates, and maps as printed rather than as reproduced in black and white. The quickened tempo of demands for geoscience information, both from its own personnel and from libraries, has brought about a curtailment of a modest interlibrary loan service at a critical time. Resources of the Survey Library are as vital to the quality of life as the resources of the National Library of Medicine are to the health of its people. In the words of the Director of the Survey, "the impact of growth on a finite world is producing many areas of strain that require basic earth-science knowledge as a framework for wise planning and decision making."[4]

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*Mr. Olsen is a recognized authority on networking and is currently planning the agricultural sciences information network at the National Agricultural Library.

Summary

1. The U.S. Geological Survey Library is a unique national knowledge resource which should be developed, and its use should be extended nationally.

2. This can be accomplished most economically and expeditiously through federal recognition of the Survey Library as an official center of a national network of geoscience libraries and through adequate funding for extension of services via the network.

3. An unstructured network of geoscience libraries composed of both publicly and privately supported libraries is operating on an informal basis. It has the geographic framework desirable for a national network: a large federal library with three regional branches, State-supported libraries throughout the United States, and specialized collections in museums, institutes, universities, and industrial organizations. There is a history of good cooperation between the public and private sectors through professional societies.

4. A USGS-State geological survey library network is suggested as the basis for a national network of geoscience libraries.

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Ralph W. Yarborough
721 Brown Building
Austin, Texas 78701
April 1, 1974

THE NATION NEEDS LIBRARY SERVICES

(Remarks of Ralph W. Yarborough of Austin, Texas, former United States Senator, at the Southwest Regional Hearing of The National Commission On Libraries and Information Science at San Antonio, Texas, Wednesday, April 24, 1974 at 9:30A.M.)

MR. CHAIRMAN, MEMBERS OF THE COMMISSION, FRIENDS OF LIBRARIES:

My testimony is presented as a user of libraries, the first ever available to me in life being in my Senior year of high school at Tyler, Texas where the Carnegie Public Library was available to high school students; the next was the United States Military Academy Library at West Point, New York, where I served for a year as a Cadet, followed by the Sam Houston State University Library at Huntsville, Texas in which I worked part-time as a student aide. Following that, I used The University of Texas at Austin Library as a student, followed by The University of Texas Law Library in which I worked as a student assistant. Then came the El Paso, Texas Public Library for three and a half years I was an El Paso resident, followed by The State Library of Texas, while I served in a statewide position in Texas in the State Capitol Building with that Library, also using the Austin, Texas

Public Library.

During my thirteen years and eight months in the United States Senate, I was privileged to have at beck and call, the resources of the incomparable Library of Congress. What a boost in life!

So, I testify as a user of books and libraries, both general and also specialized law libraries. I have been a lover of books and libraries all my life.

During my thirteen years on the United States Senate Subcommittee on Education (1958-71), I was an author, co-author, or active supporter of every Congressional Act to support libraries. At the time we passed the Federal Act for libraries in public schools, two-thirds of all the public elementary schools in America had no library, and eighty percent (80%) had no librarian, while only about half of the public high schools in the United States possessed a library.

Though the general basic goals of the National Commission on Libraries and Information Science, as printed in the December, 1973 issue of Special Libraries, are supported by me, I do not believe that the time has come for the Federal Government to quit supporting libraries at the school and municipal level within the states.

It is time we quit this charade of "Revenue Sharing" insofar as libraries are concerned, because if you dump the Federal money in a lump on states, cities or counties, what chance do books have against bricks and concrete? Categorical federal library aid should be reinstated now. Damn the political torpedoers, let us have full steam ahead until there is a library in every elementary and high school in America, and bookmobiles to every town without a library. To fail to have a library in every elementary and high school in America, is to rob the brain power of the nation by preventing its development in its most formative and crucial years.

The greatest resource of any nation is the brain power of its people. Any doubter of the truth of the statement need only look at Japan.

The deepest veins for our nation, first to be developed, are not those of coal and copper, oil shale, gas and lignite, but a greater force and strength, the will and character and intellect of a people. It comes from stored information readily available and easily accessible, most important of all, for the youth of the country.

In my own life, aside from my mother and father and brothers and sisters, the greatest inspiration in my life has come, not from persons I knew or saw or heard, though many were inspirational, but from the books I read. These we must place in the hands of the children of America first of all. Local financial resources are not adequate even for minimal requirements for books for our schools and colleges, towns and cities. Every federal library act ditched by the present administration, should be reestablished at the earliest moment. These include libraries for elementary and secondary schools, for colleges and universities, for cities, towns and counties, for bookmobiles, medical libraries, etc. They were matching grant acts, the state and local governments had to contribute also, but without the catalyst of the matching federal grants, the State and local assistance for books has been and will be woefully inadequate for minimal standards.

As the original Senate sponsor of the enabling legislation for the National Commission on Libraries and Information Science, I commend the Commission for moving forward so determinedly for improved library services, in the face of federal attacks in virtually every field of intellectual endeavor. We must have information centers, and a national network for dissemination of accumulated and stored knowledge. In building these fine edifices, we must not overlook the foundation stones, the school and local libraries.

Some claim the national information network would be too expensive. It would be mere chickenfeed in comparison with the three hundred billion dollar cost of the War in Viet Nam, or, for that matter, the twenty-five billion dollar space exploration (which latter I advocated).

The reinstated Federal aid to libraries, and the information network together, would annually cost less than half of our current annual expenditures in Viet Nam. It is time we reappraised our priorities and recognized our brain power as being a greater potential force than our gun power.

America must not forget its dream of idealism and excellence. Properly utilized resources of knowledge will be our most potent force in solving domestic discord and foreign frustrations. This knowledge job must be made a priority job for the American people and government.

THE UNIVERSITY OF TEXAS
HEALTH SCIENCE CENTER AT DALLAS

LIBRARY

SOUTHWESTERN MEDICAL SCHOOL
GRADUATE SCHOOL OF BIOMEDICAL SCIENCES
SCHOOL OF ALLIED HEALTH SCIENCES

March 13, 1974

5323 HARRY HINES BLVD. DALLAS, TEXAS 75235 (214) 631-3220

Dr. Frederick H. Burkhardt
Chairman
National Commission on Libraries
and Information Science
Suite 601, 1717 K Street, N.W.
Washington, D. C. 20036

Dear Dr. Burkhardt:

The national mobilization of information or knowledge resources is a commendable goal. Too little is known about the information needs of the average citizen to allow the acceptance of the umbrella proposed in the National Commission statement. The first assumption of the Commission, "...that all citizens expect realistic and convenient access to library resources and information services", is completely erroneous. Only a small percentage of citizens have ever thought about library resources, much less used them. The citizens may have a right to expect such access, but studies show that few avail themselves of the opportunities that do exist. Librarians have always deluded themselves with the idealistic concept that once people are made aware of the value of information and the joys of self-enrichment, they will become inveterate library users. Given enough money, the library community would demonstrate the universal acceptance of information as an integral part of life. A national plan which continues to promote this kind of illusion is not wise, nor is it economically feasible nor cost beneficial.

Information resources should be available for those who need and will use them. More data needs to be gathered on these "needs" and "use" requirements. Rather than promote a vast package aimed at the citizenry, some definitions should be given to a national network that gives those citizens who require it realistic and convenient access to library resources. A national network should be hierarchical in nature to address the needs of users at every level. A grandiose plan to harness the total information resources to supply the total citizenry with access to that resource is unnecessarily complicated and expensive.

Some agency should be given the immediate responsibility of starting the national network design and refinement. It is certainly true that the proliferation of developing networks without coordination and design in standards and technology will prove economically and bibliographically disastrous.

The National Commission should identify a planning agency to start a national network design. The Commission should also suggest studies to identify the needs of users at various levels as well as the network configuration and supporting agency best designed to satisfy those needs. Such an approach may miss the mark to some degree, but 80-90 percent success is more acceptable than 100 percent availability of resources used by 10 percent of the citizenry.

The report has a paragraph on staffing and manpower needs but no comment on achieving the levels of training to fulfill those needs. Generally, the scope of the plan is excellent, but more attention should be given to determining the "library and information needs...felt at all levels of society," to undergird a national, rational plan.

Sincerely yours,

Don Hendricks

Donald D. Hendricks
Director

DDH:vs

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9:00 A. M. - 5:00 P. M.

As I read and reread the plans of the National Commission on Libraries, I kept wondering just how this was going to help our local library and staff serve the needs of our people.

I realize the needs of large libraries for answers to special problems. I do think that a person doing technical research is going to have to make plans for information through inter-library loan, etc. I do doubt, however, that a person doing that much research would be in such a remote area, anyway.

Not anywhere in the plans did the Commission show how this national linkup of libraries would serve those who need service most. Just how is all this going to help the poor, the Mexican American, the functionally illiterate, the culturally and socially disadvantaged person who has long stayed away from our libraries because we had nothing to offer him anyway. What we really need is more money at the local level for more and better trained staff and materials so that we can serve this person who needs us so very much.

I don't think the fact that one person who lives in a remote village can pick up his telephone and dial a specialized library network who furnishes him the answer to some technical problem is nearly as important as the same amount of money spent on a local level where several pre-school children are better prepared to begin school and learn to read easily because they were part of an organized effort at the library or because they had access to books and local programs. Or is that one technical answer nearly as important as the literacy programs that have been sponsored by libraries in Arkansas and other states. Librarians and Directors of Libraries can no longer be little old ladies who shush people who enter. Librarians must be as politically and public relations minded as the local Chamber of Commerce Director or politician. Libraries must return to the people; not just the elite who know how to use it and demand their needs, but the disadvantaged who need our services most.

My needs:
to serve a county of 21,000 and a three county area with a bookmobile, I need staff, books, materials, and money.

A national network that joins the state library (Arkansas Library Commission) would be great; anything else, I think should not have a first priority.

From: Howard R. Clark, Trustee, Arkansas Library Commission
4804 S. Turner St.
Springdale, Ark. 72764

To: National Commission on Libraries and Information Science
Suite 601, 1717K St., N.W., Washington, D. C. 20036
Mr. Frederick H. Burkhardt, Chairman.

Dear Mr. Burkhardt:

Thank you for your invitation to submit written testimony on the proposed program of NCLIS. I have read with interest the 1972-1973 annual report and am impressed with the scope of the Commission's efforts to ascertain the facts concerning library service as it exists today and to formulate recommendations for future development. Since my experience with libraries has been as a trustee of a small city library, a regional library and the Arkansas Library Commission, my comments are directed to the present status and future needs of the Arkansas Library Commission and the public libraries of Arkansas.

Arkansas's approximately 53,104 square miles are inhabited by 1,923,295 persons (1970 census), who are 81% white, 18% negro, and 1% other races. This population count represents a gain over the 1960 census of 7.7%, reversing a twenty year trend of declining population. While Arkansas was gaining 7.7%, the nation as a whole showed an increase of 13.3% in the same period. The population changes of the sixties varied widely in the state's eight planning and economic districts, ranging from a loss of 4.8% in the largely agricultural east to a gain of 29.0% in the more industrialized northwest district. Increasing numbers of retired people are moving into the northwest district.

The latest available figures indicate that 34.1% of Arkansas's citizens have less than a high school education. More than half of these have only an elementary school education. The per capita personal income in 1972 was $3365, or $1127 less than the national rate. The illiteracy rate in some sections is still disgracefully high.

Despite these discouraging facts and a late start, growth of public libraries in Arkansas has been relatively rapid. A county library enabling act in 1927 and the establishment during the depression years of 117 public libraries with WPA funds led to legislative action in 1935, creating the Arkansas Library Commission, and in 1937 to a meager appropriation for state aid to county public libraries.

With the Arkansas Library Commission and the Arkansas Library Association leading the way, concerned citizens from all areas of the state united to secure the passage of two constitutional amendments (in the years 1940 and 1946) permitting citizens to vote up to a one mill tax on real and personal property for the support of city, county or multi-county public libraries. Inadequate as a 1 mill tax has proven to be, passage of the permissive legislation was considered at the time as quite an accomplishment.

Later, under the leadership and prodding of the Arkansas Library Commission, 26 counties approved a 1 mill library tax in the next two years. As of Jan. 1, 1974, all but 4 of Arkansas's 75 counties had passed the tax. Motivation was the promise of establishment and continuing grants from state aid funds administered by the Arkansas Library Commission.

Commission emphasis has been on the establishment of multi-county systems with suitable increases in state aid for systems embracing two or more counties. Nineteen county libraries serve single counties. Fourteen regional libraries now serve 50 counties. Citizens in counties not having a county tax are served by city-public libraries; some supported by a 1 mill city tax and some not. Very few Arkansas citizens are without some degree of library service. County and regional systems include 137 branches.

While Arkansas ranks well up in the list of states in state aid to local libraries, it has not been so generous in its treatment of its own Library Commission. Low salaries, shortage of staff, lack of adequate space, and the 1 mill limitation on local support have all been limiting factors in library progress.

A reorganization of state givernment in 1971 made the Arkansas Library Commission, an independent agency since 1937, a division of the Department of Education. Not enough time has elapsed to fully assess the effects of this shift.

Passage of the Library Services Act in 1956, and the Library Services and Construction Act in 1964 have been directly responsible for a dramatic growth in library service to Arkansas citizens. With Federal funds, thousands of books have been bought, processed, and added to the shelves of the libraries of the state by the Commission.

As the scope of LSCA was broadened, the Commission extended its services to fifteen state institutions. A state depository of Library of Congress materials for the blind and physically handicapped was established. Book selection centers for children and adult books were set up. A program of reference service to business and industry was inaugurated with the Commission serving as a central clearing house for inquiries that could not be handled locally.

LSCA funds purchased eleven bookmobiles, currently operating in multi-county libraries, extending library service into areas and to classes of people hitherto without it.

Using LSCA title II funds of $1,742,252 and matching local funds of $1,299,813, Arkansas has built 18 new public libraries, 14 additions to existing libraries, remodelled 2 post office buildings, 2 churches, and 2 store buildings for libraries. Nine cities are on the waiting list for funds. Office machines, shelving, office furniture, and many other items of sorely-needed equipment for multi-county libraries were purchased with Federal funds.

This is only a partial listing of the benefits that Federal help has brought to the libraries of Arkansas. New and remodeled buildings, fresh new book stocks, and better trained staffs have sparked a new pride and interest in the improved facilities, and patrons have responded with increased use of them. In every instance, circulation has increased. In some cases it has increased astronomically.

Lest all this sound as if "everything is coming up roses" in Arkansas, it should be pointed out that the $2,702,035 ($316,319

LSCA-I funds) spent for public library service in Arkansas in 1971 was approximately $1.50 per capita, or about one-fourth of the ALA recommended standard.

Total number of books in the public libraries in 1971 was 1,707,159, or less than one book per person. New books were being added at a rate of less than on-tenth book per person per year. Non-print materials barely exist. Returns from a planning questionnaire sent to regional and county libraries in January of 1974, after announcement of the availability of fiscal 74 Federal funds, reflected the following immediate needs:

Additional staff ----------------	$103,500.00
Books --------------------------	255,500.00
Audio-Visual materials ----------	56,900.00
Equipment -----------------------	75,500.00
Supplies ------------------------	6,400.00
	$497,800.00

In listing factors that have contributed to the growth of their libraries, the respondents credited, in this order:

1. Federal and state aid
2. Population growth
3. New or remodeled quarters
4. Increased book inventory.

The Arkansas Library Commission's needs are so numerous that only a skeleton listing here is possible.

1. Increased staff at salaries commensurate with those of other state employees with equal responsibilities and education.
2. Funds for films, film strips, cassettes, and other non-print materials for state-wide circulation.
3. Enlarged quarters, located on the Capitol grounds. (This need will be met in an estimated 2 to 3 years when a recently authorized State Library and Archives building becomes a reality. This will necessitate a vastly increased budget for staff, amorti-

zation of the building cost, utilities, etc.)
4. Fast communication system.
5. Computerized services
6. Union list of books in Arkansas Libraries.
7. Elimination of the constitutional mill limitation on local library support.
8. Expanded book stock

The news that categorical grants of library funds were being phased out, and that henceforth libraries would have to compete with other civic needs for their share of revenue sharing funds was received with almost universal dismay. Perhaps in no state was the dismay as pronounced as in Arkansas, where subh a substantial share ($700,000+ in fiscal 1972) of the annual library budget was derived from Federal funds.

Mrs. Karl Neal, State Librarian and Executive Secretary of the Arkansas Library Commission, in her biennial report for fiscal 1971-1973 says: "In this year of frustration about the continuation of financial support for public libraries, the determination of our librarians and trustees to carry out the overall goal of our long-range program for Library Development in Arkansas has enabled us to continue to work. Otherwise we would have given up in despair."

Experience in Arkansas, before the release of '73 and '74 library funds, indicates that expectation of anything other than a token portion of revenue sharing money is an idle hope. A sound program cannot be maintained with such an uncertain prospect. I urge that NCLIS strongly recommend the return to categorical grants, with a formula that will assist the poorer states in approaching parity with the more affluent ones. This should be a continuing program.

State libraries should also have help in reaching a higher level of efficiency, leadership, and assistance to local libraries, their staff and trustees.

The Bureau of Libraries and Learning Resources should be reactivated and strengthened as a full-fledged division of HEW,or an independent agency created. Uniform standards for regional networks should be developed, while planning for an eventual interconnected national system.

But let us not get oversold on technology and somputer-based information centers. For the average public library user, they can never take the place of a well-stocked, inviting local library.

Respectfully submitted,

Howard R. Clark

Howard R. Clark

Note: The opinions expressed herein are the author's and are not necessarily those of the Arkansas Library Commission as a whole. Figures cited are the latest available. The report of the Commission for the biennium 1971-73 has not come from the printer.

March 11, 1974

In thinking about the progress which has been made in Oklahoma in library service, I can see we have come a long way from what we were in 1956, but we have such a long way to go before we can say that every citizen in Oklahoma has equal access to really good library service.

The LSCA funds must receive a great deal of credit for giving impetus to the development of library service through our multi-county library systems. Half of our population is now served by library systems, most of which have been created since 1960.

However, we still are faced with reaching the other half of the population, which is scattered across the state and is outside of the two metropolitan areas. With the cut-backs in LSCA, we have experienced what we hope is a temporary set-back in library development through the establishment of systems. We are working to achieve state funding for the Oklahoma Department of Libraries, which is our library development agency. There is no doubt that the use of establishment grants has given the impetus to try systems, and the successful establishment and demonstration period has resulted in permanent establishment through the voting of local supporting taxes.

We are beginning to see more support for college and university libraries through a successful attempt to work through agencies such as the Higher Education Alumni Council. This work is being done through a sub-committee of the Library Development Committee of Oklahoma Library Association.

Our greatest need is for money. Money is needed to take up the slack caused by the cut-backs in ESEA, Title II. Those funds provided the first real financial support for many Oklahoma school libraries. Without their restrictions for library use only, it is doubtful that local funds will be found to take their place. Either state requirements or money must be found to enforce the spending of money for school libraries. Elementary media centers are non-existent, outside of the two larger cities.

Money and legislation is needed for a state aid program for libraries. The eastern counties of the state have large populations, but low tax evaluations. Tax Equalization programs have helped some, but not enough. Even on the maximum local support allowed by the state constitution, library systems in that area cannot provide a $2.00 per capita expenditure per year.

The western part of the state faces a still different problem---vast land areas and sparse population, which presents a costly library service pattern.

Oklahoma has made some giant strides in providing and promoting inter-library cooperation through OTIS. Funded by federal funds initially, we have been able to keep it operating with state funds. This was possible because it has been proven so popular.

We have not achieved joint acquisitions programs for the usual reasons.

We do not have a satisfactory cataloging program for libraries. This could be a big help for many small public libraries which exist in the state. Most operate with donated funds and could stretch their book dollars if they had access to some kind of cataloging center.

We need a strengthened state agency with more qualified staff to aid other libraries through consultant services. Recent loss of funds has resulted in staff cut-backs. I believe that library systems could be developed more quickly if there were several highly qualified and personable consultants traveling the state constantly to lead the small librarians and libraries into systems. It is still the personal approach which sells such programs. Where there is trust, there is a willingness to cooperate. I am a great believer in strong state library agencies. I think they should exemplify the best in library service. This is not possible without money and staff. I think that was another strength of the LSCA program--- the beefed up state agencies.

Oklahoma is probably very similiar to other states in this region. We have some libraries, such as Tulsa and Oklahoma City and the OU and OSU libraries, as well as the OU Medical Center library which have reached the computer stage and have the staff to develop such programs. These libraries can and do utilize many concepts and initiate new programs. But the majority of the libraries are still the store-front type or are located in out-dated Carnegie buildings, run with donations---these are libraries in name only. We have many school libraries still found in caged off areas. We have college librarians who brag they do not borrow from anyone. (Iconsider them suspect of giving very poor service.)

I also believe that the library service given is only as good as the individual librarian or staff member wishes to make it. Some are more dedicated and consider their work more than just a job. There are many, however, who have 8 - 5 minds and who do nothing extra. No amount of money can change this attitude. Continuing education may help.

I see ahead the need to keep trying continually to obtain funds to initiate and make on-going new programs. I also think that there needs to be a realization that often times libraries' worst enemies are librarians and trustees who fear change of the most basic kind. (Sometimes they even hate to get a new band-dater.)

Federal funds have been a great help to libraries. I think they are still needed to help give impetus to bettering library services at all levels in all types of libraries.

Dee Ann Ray
Western Plains Library System
Clinton, Oklahoma

REPORT TO THE NATIONAL COMMISSION
ON LIBRARIES AND INFORMATION
SCIENCE FOR THE SOUTHWEST REGIONAL HEARING
RESPONSES FROM THE SHREVEPORT-BOSSIER CITY AREA

SHREVEPORT, LOUISIANA
SPRING, 1974

The responses in this report reflect a survey taken from a segment of the populace of Northwest Louisiana (specifically Shreveport-Bossier City), including those who use library information, those who provide it, and those who do not presently use Library and Information Services. The opinions are those expressed by persons who bothered to answer and return questionnaires or who submitted to an oral interview, and in no way reflect a total picture of Northwest Louisiana.

Specifically, those persons polled included students, community persons, those of the business world, and the librarians from Centenary College, Louisiana State University, and Southern University, Shreve Memorial and Bossier Parish librarians, and other public school librarians.

1. Information needs, desires and demands of users in Northwest Louisiana.

The libraries in the Shreveport-Bossier City Area, serve a clientele composed of (1) the academician-college and high school students and teachers and (2) the general public-businessmen and clergymen. Most of the information needs and demands of the academic libraries are related to the courses taught at the colleges. The libraries also receive a large number of off campus requests for reference services which cover nearly every conceivable area of knowledge.

In addition, the users in North Louisiana demand rapid communication with more extensive library resources and they need a broad comprehensive program which would help them capitalize on the information- both printed and non-printed.

A successful program providing basic information such as dieter's tips, digested reviews of legislative action in laymen's terms, and film series such a "Chat, Chew and View," provided in Shreveport by Green Gold Library System, may turn so called non-users into regular users.

In North Louisiana there is a classic example of a library not meeting needs of users. A new library branch, opened in the predominantly Black Cooper Road area in Caddo Parish, has not proportionately attracted users nor non-users. The problem could be the availability of three nearby Elementary school libraries, one (1) Junior high and one (1) Senior high library and one (1) Junior college library. Located within a neighborhood service center, the library carries the "stigma" of the low income poverty problems and since it does not have funds to expands its service to the community or publicize them, it appears ineffective.

Another possibility which could explain the lack of interest from the community could be that the community was not involved in the planning and development of the library and it does not meet the needs, desires and demands of the users. It provides nothing that the other libraries do not provide.

The non-users in the area are not receptive to libraries.

Some samplings of Comments from them are listed below.

1. "I don't need a library. I got my own Bible and the church buys my Sunday School Books."

2. "Whenever I go to the library I can't ever find what I'm looking for anyway."
3. "The Librarians act like they don't want to help you if you can't find what you want."
4. "It's too complicated."
5. "They don't have the specialized materials I need."
6. "The hours aren't flexible enough." (Some University Libraries do not open on evenings and weekends).
7. "They don't have any really good books I want to read." (One University Library reported only 18 works of fiction checked out by faculty and students in a full semester last fall).
8. "Since I'm no longer in school, I don't need to use the library."
9. "I'm not at home when the Book Mobile comes."
10. "They ought not fine you for a overdue book. As long as they get the book, they should be satisfied."
11. "There's no library near my home."

2. The adequacies and deficiencies of current Libraries and Information Services.

Current libraries and Information Services in North Louisiana are far from adequate with less than 1/2 million volumes in an eight-parish area. Most libraries have not found a successful way to package, shelve and process information as a unit. The cataloging of new materials is a slow process hindering utilization of these materials. However, in some universities, new trends in the use of information services are catching on.

In one private institution, the quality of service is said to be steadily deterioriating because of the shortage of funds for the purchase of library materials combined with the inflation problem and the increasing amount of new materials needed to meet the demands of the future. Because of staff shortages, Centenary College has had to abandon all efforts to respond to mail questions and other libraries are unable to respond promptly.

The Green Gold pilot Library System has helped to acquaint friends of the library with the dire need for additional funds in order that all libraries may improve services. Increased collections combined with additional staff would enable librarians to provide more services, which would in turn generate more demands, as the public realizes the information possibilities that a good library can provide.

The major problem that all libraries have in providing adequate service is a result of financial strains precipitated by inflation and the inability to attract non-users.

3. Problems of Funding

The problems stemming from all the other areas in libraries and information services are a direct result of inadequate and inequitable means of funding. Librarians do not know, for the most part, from one year to the next, how much support they will receive from federal, state, and local sources.

In the case of the public library, residents have not voted taxes to support adequate library services. The universities allow inappropriate percentages of the total budget for the library and, in one instance, the support that the college is able to supply is not adequate for the growing needs.

Other problems that are created as a result of attempting to obtain funds are (1) Identification of sources for these funds; (2) Staff time and paper work required to apply for these funds; and (3) Staff time and paper work required in administering and reporting on the use of funds secured.

4. New Technology in Information Service

In the introduction, testing and use of new technology of storage, retrieval, copying, transmission and preservation for recorded information including audio-visual materials, the North Louisiana area is plagued because of inadequate space and staff.

A few of the problems are listed below:

1. All Librarians felt that they are hampered because there are no trained Media-Specialist or Technologists available in the area and in-service training is not sufficient to retrain present personnel.
2. In addition, these innovations generate a need for new equipment that is unavailable.
3. Some materials are housed in areas other than the library and have never been properly catalogued or classified.
4. Funds to continue pilot projects that have been set up through special grants are difficult to secure.
5. The biggest problem, however, seems to be the orientation of users to the new systems of collecting, recording, retrieval, etc. of information. Most people seem more comfortable with old ideas and systems.

5. Human Resources

There are numerous problems involved in the selection, training, assignment and continuing education of persons employed in the information industry. Those areas of the greatest concern involving Librarians and trustees are outlined below.

1. Most librarians expressed a deep concern over the need for

retraining. One real problem is "keeping up"- as soon as one technology is learned, it becomes outdated.

2. There is limited time available for on-the-job training.

3. There are no institutions that are near enough to provide training without breaking the routine of everyday living. (Few evening or Saturday courses are offered).

4. Libraries are too small to provide release time for continuing education.

5. Financial aid for staff members for continuing education is limited.

The trustees in North Louisiana, especially of the Green Gold System, have been useful in bringing the needs of the library to the attention of the public. A Governor's Conference in Baton Rouge, a Mayor's Conference in Shreveport, and a bit of political lobbying are just a few of the activities in which the trustees have participated.

I, as a member of the Board of Trustees of the Green Gold System, attended the Southwestern Region Librarians Institute in conjunction with the National Book Committee in 1972 at the University of Oklahoma in Norman. Since that time, I have not received any information concerning the disposition of the recommendations made at that Institute. There should be greater follow-up and utilization of the results of such conferences especially when they are as successful as this one appeared to be.

6. National Networks and Library Cooperation

All librarians and users in the North Louisiana area are favorable to the proposition that the Library of Congress should take on the full responsibilities of a National Library and that regional centers continue to be maintained for more effective service.

The use of networks for collection, development, bibliographic processing and access, and reference work is one of the greatest needs of Libraries in Northwest Louisiana. The interstate system is quite effective in getting printed materials. The network, in this respect, is highly organized as it relates to the use of TWX for interlibrary loan. There is a fine spirit of cooperation in this area.

A new Louisiana-Mississippi network is presently being developed. However, some libraries are not participating because of limited funds and personnel.

In spite of the fact that good beginnings have been made, much remains to be done in improving and making service available on a wider basis so as to serve all parts of the state effectively.

Submitted by:

Mrs. June J. Phillips
Assistant Professor
Chairman of English Department
Southern University

Trustee, Green Gold Library System
Shreveport, Louisiana

AMERICAN INDIAN INFORMATION AND LIBRARY NEEDS

As a Kiowa man and an educator with some experience in determining Indian information needs, I am very pleased the Commission has solicited comment on Indian needs while meeting in the largest Indian area of the country, the Southwest. I have studied your draft proposal, "A New National Program of Library and Information Service", and while I find it stimulating in many areas, I am convinced it lacks sufficient emphasis on the needs of minority peoples and other non-users of library and information services. In particular, this document does not recognize or attempt to meet any of the unique conditions and information needs existing among Indian people. In order to facilitate my testimony regarding these library and information needs, I have organized my comments in relation to your document by discussing: (1) the six facets of needs presented on pages 1-3 of the NCLIS proposal; (2) federal responsibility as discussed on page 11 of the NCLIS proposal; and (3) some recommendations to the Commission for meeting Indian library and information needs. Where appropriate, I have made reference to other documents for further information. I urge you to include needs and the opportunities of Indian library and information service in your future activities to meet the needs of minority peoples.

Six Facets of Needs

1. The needs of users. To my knowledge the only extensive survey of specific Indian information needs if the National Indian Education Association Library Project Research Report.[1] The report itself indicates specific informational needs as they exist on three Indian reservations. Taken as a whole, the survey indicates several factors: (1) Indian people as a whole have a very high interest in and regard for information; (2) information interests vary among Indian people; (3) format and language of the information is a key factor in its useability to and accessibility by Indian people; and (4) the few libraries and information centers available to Indian people have, with some few exceptions, ignored or denied potential American Indian users and their information needs.

The NIEA research report also stresses the social requirements American Indians demand from their library and information agencies. Some of these needs are: (1) Indian control, (2) bi-lingual and bi-cultural services and materials, (3) information in a format and language useable by the local population, and (4) delivery systems and program services which are culturally acceptable to the local Indian community. These needs have been spelled out in the attached "Goals for Indian Library and Information Service".[2] This document is an official policy statement of the National Indian Education Association and the American Library Association.

2. The deficiencies in current services. Libraries do not, for the most part, exist on Indian reservations. Those which do exist are there primarily to support either a non-Indian oriented school curriculum or to serve whites living on the reservation. Libraries near reservations rarely make more than token efforts to

meet Indian information needs. For the half of the U.S. Indian population who live in urban areas, matters are worse. Urban libraries and information centers, with few signal exceptions, are seemingly unaware of Indians in their midst and unprepared to meet their needs. In the case of American Indian library and information service, the term deficiencies should be spelled void.[3,4,5]

3. The trend toward cooperative action. Indian library and information services have suffered from this trend. As Peter MacDonald, Navajo Tribal Chairman, has said, "Indian reservations must be considered as developing nations". In that light, cooperative programs, stationing high-priced personnel, materials, and equipment, out of the Indian community and out of the local economy will always be open to question. Each Indian community must have control of its own library destiny. If the community decides that cooperative action is advantageous, then it must be able to tie into the best information-library programs that the National Commission can devise. That system should be flexible enough to meet the unique information needs of American Indians.

4. The financial base for libraries. Indian reservations are trust lands. This means that there is no local or state tax levied on reservations. Consequently, no local tax base exists for public libraries on reservations. With no local tax base it is impossible to match for Federal and state funds. In addition, most federal library funds are channeled through state agencies. These agencies, in many cases, are prevented by state law from giving funds to non-state chartered governmental agencies like reservations. Few states are willing to use any state generated revenues, which are not raised on tax-free reservations, to support Indian libraries. Thus, it is very difficult to raise or channel any (Federal or state) money to Indian libraries and information centers on reservations.

Library services in schools serving Indian students are largely absent. As Bromberg reports, Bureau of Indian Affairs schools are not required to have media services. Public schools educating Indian students receive impact monies from the Johnson-O'Malley Act and entitlement money from the Indian Education Act. Neither of these acts require the expenditure of money for library and information services.

Off the reservation, conditions are worse. Indians are usually invisible to the responsible library personnel. Although they pay taxes, Indians do not live in conveniently labelled ghettos. Nor do Indians comprise a large part of the total population. Yet Indian people retain their special information needs evident on the reservation and acquire new ones due to the pressures of city life. In addition, to paying taxes off the reservation, recent court decisions indicate that the Federal government may be required to assume responsibility for providing services to urban Indians as a treaty obligation. Some means must be developed to assure that funds for urban Indian library and information service are developed and placed securely under Indian control.

As Appendix A indicates, funds for Indian library and information services are well below the national average. The average per capita expenditure for library service is $4.10. Identifiable per capita expenditures for Indians is $.37. An Indian school child gets slightly less. Plainly, some new fiscal system is required.

5. The potential of the new technology. New technology offers a great opportunity to match the informational needs of Indian people with their ability to use different formats and languages. It will also enable the small units to join together to develop a strong collection and provide services for elusive data. Computers and micrographics can be used to collect, store, and retrieve useful and elusive data from that oldest Indian joke, research on Indians. New technology has a great deal to offer individual Indian libraries and information centers. The NIEA Library Project has found it very productive to collect information found in print, modify it with local input, and produce the information in a language and format useful to the population served, say use the Navajo Tribal Code, to produce a videotape in Navajo on the Navajo Legal System for use in the remote areas of the Navajo Nation.

6. The staffing and manpower needs of libraries and information centers. One of the goals in the Goals for Indian Library and Information Service states that "American Indian personnel trained for positions of responsibility are essential." At present, less than 15 professionally qualified Indian librarians have been identified by the American Library Association. Four times that number could be profitably used in public library positions alone on the Navajo Reservation, if they existed. Any effort to develop Indian libraries will require a parallel effort to train Indian people to professional and paraprofessional levels. In addition, all such training will need to be based on a clear assessment of unique manpower needs, present in Indian library and information service.

Responsibilities of the Federal Government.

Federal governmental responsibilities must be recognized in meeting Indian library and information needs. Unlike other minorities, the federal government recognizes that a special responsibility exists between itself and Indian people. In over three hundred major treaties signed with Indian tribes, the federal government has recognized that the provision of education is a part of this responsibility. Library and information services are generally recognized as a part of education. The only way that library and information service will become a reality to Indian people is when the federal government recognizes its responsibility to provide library and information service to Indian people. As the Goals for Indian Library and Information Services state, "Continuing funding sources for library and information service must be developed. Library service, as a function of education, is a treaty right for American Indians." If the National Commission states that "information is a national resource for which the federal government must share a responsibility", then that responsibility must be extended to Indian people.

Canada, which recognizes a similar responsibility for providing education for Indians living within its borders, has already recognized in part, its responsibility to provide Indian library and information services.[6] Very limited per capita support is available to pay for library services on reservations. The Alberta Native Communications Society is funded on a continuing basis to operate an information system in Alberta. Canadian funds have also been made available to provide cultural resource centers. How long is it going to be before our federal government recognizes its responsibility?

RECOMMENDATIONS

I believe that if the Commission is determined to plan for "library and information services adequate to meet the needs of the people of the United States" then plans to meet the needs of American Indians, the first Americans, must be included. Further, I would recommend that American Indian library and information needs require further study by the Commission to determine the full extent of the need, to understand it, and develop the means to fill it. Therefore, I urge the National Commission to take the following steps:

1. State, within the draft, that a principal responsibility at the federal level is the planning,implementation, and continuing support of American Indian library and information service.

2. Take the necessary steps to see that an American Indian is appointed to the National Commission.

3. Commit the National Commission to submitting draft legislation to Congress which will specifically provide the means to implement and operate Indian library and information services.

4. Appoint a task force to compile background data on the specific needs of Indian library and information service and develop a program which meets those needs for inclusion in the National Program of Library and Information Service. With the assistance and approval of the National Commission, this task force will draft or advise in drafting of legislation which will provide the means of meeting those needs.

5. Appoint American Indians to the Advisory Board of the proposed White House conference on Library and Information Services.

6. Plan and execute a conference on Indian Library and Information Service as one of the preparatory conferences to the White House Conference.

SUBMITTED BY:

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March 12, 1974

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and Information Science
Suite 601
1717 K Street
Washington, D. C. 20036

Dear Mr. Burkhardt:

In consideration of the time element and the volume of material the Commission reviews, I submit to you in essence what my job consists of, and will be glad to offer more information on request.

I work for the Tucson Public Library on a short-term project to promote library service in the Papago Indian community near here. The library, through a state grant-in-aid, is helping equip three media centers on the Papago reservation. These centers are HEW Title IV originated, as I understand it, and the three we are working with are at the villages of San Xavier del Bac, 15 miles south of Tucson and at Topawa and Pisinimo, Arizona, some 60 and 120 miles, respectively, west of Tucson. It is difficult for me to convey the concept of isolation that exists at each of these small communities, and for this reason my remarks will probably not fit into the categories in the Commission's Annual Report.

Tucson Public Library is supplying books and other library materials to the centers. The Papagos themselves select the books. So far their collections heavily emphasize Indian materials of all tribes, juvenile books, and very basic reference works. Visits to Tucson book stores with the library aides from each center are gratifying experiences. I am gradually learning the logistics of fitting people and cartons of books into my automobile. My car is my office. Last month I drove 966 miles.

I see my job as a liaison between the public library and the centers: finding out what is needed and determining where to get it. I am also a link with the University of Arizona library school which has an ongoing program for Indian students. Students from this program are doing field work at the three centers and are helping to devise meaningful cataloging systems. One of the students plans to conduct a workshop in audiovisual equipment usage this spring.

The library is subsidizing some recording of Papago oral history through an urban Indian group in Tucson. The library is buying taping equipment and paying translators. When the tapes are completed, they will be the legal property of the group, with copies to be furnished to the library and the media centers.

Transportation remains a major problem on the reservation. Much of my time is spent driving people to meetings, on bookbuying expeditions, to work at the media centers.

We have ordered films, recreational and educational, from the University of Arizona Audio-Visual Department, the Library Extension Service of Arizona State Library, the Bureau of Narcotics and Pima County Health Department. We are arranging a workshop in recreation skills through a local junior college, for the recreational aides at the centers. The centers should have heavy usage when the boarding school students come home for the summer. Notices of employment openings are being sent to the San Xavier center from city, county, state and federal agencies, by library request. We have asked for and received scholarship information for Indian students interested in furthering their educations.

My orientation into this program has been facilitated by attending local council meetings, fiestas, visiting people in their homes. At a San Xavier District Council meeting last night, a parents' advisory board was set up. While emphasis for this board is to work with the public schools, it is also hoped the parent involvement can be accomplished through the media centers. Papagos are not book-oriented, but the children greet books enthusiastically. A young Papago woman at San Xavier was instrumental in grouping children together to visit a branch of the Tucson Public Library on a regular basis last year. This same person as a part-time library employee was supplying local Papago residents of a nursing home with cassette tapes in their language. She is now a library aide at a media center.

I feel that continued federal support is urgently needed to keep these centers open and functioning; and specific library support, at any level, to enlarge the minimal book collections at the media centers, and to provide the special information gathering and dissemination that these unique, remote areas call for, is critical.

Sincerely,

Talitha Gilkerson

Talitha Gilkerson (Mrs.)
Library Assistant
Tucson Public Library

The problems involved in providing even minimum library services in the Southwest are immense. For this reason I would like to limit my testimony to the lack of library services to Mexican-Americans in Texas. This in itself is a large task so I will address myself to problems in funding, facilities, materials, academics, staffing and community outreach.

First of all Mexican-Americans in Texas are light years away from receiving minimum and relevant library services in Texas. The most viable attempts are in Laredo, Texas for their attempts limited by funding; El Paso, Texas which attempts a quality urban program and Crystal City, Texas where there is genuine administrative effort and good community support. but which is like all other good programs, haunted by limited funds.

In Texas, outside of the very minimum operations funds doled out by City Governments, usually on a low priority basis to Libraries, there is little relief from the State government. What little state monies there are available are doled out to major resource centers so that they can build up their collections to service their already inadequate served public and the myriad of small town libraries dependent on them for book materials and reference. Although most centers carry out the task valiantly and conscientiously, it is totally impossible to build up the type of collection that would benefit a suburbanite, an inner-city Black, inner-city Chicano, small town teacher, a small town city manager or a migrant worker. And usually the result is that only one person out of the six to be served gets served and five or more needs go unassisted.

The State Library also has a system for handing federal funds over to large and small libraries. Unfortunately because of L.S.C.A. Title guidelines, libraries usually get monies depending on how well they are able to meet A.L.A. Standards. In bad years for a City's government, the library may get little or no monies so that staffing requirements aren't met, book volume isn't increased, etc. That year there is no L.S.C.A. monies for them. This only compounds an already impossible problem and the Library is further set back.

Another problem is that small town libraries servicing 90% Chicano populations are notoriously lax in building up resources and seeking funding since their meager collections and private-club-like hours are quite adequate for their 10% Anglo population. Thus the small percentages of patrons served justifies their lack of responsiveness.

It's logical to assume that if a Library consistently ignores involvement in seeking state and federal resources and involvement in the State Interlibrary network, the Texas State Library Field Services Division should investigate the problem and the reasons for the lax operation. Too often the Chicano community doesn't even realize the existence of a local library.

So funding is a problem--now everyone says the answer is revenue sharing. But try to tell a community organizer or spokesperson to activate for library funds from revenue sharing which is earmarked for water and sewers and paving which is non-existant in small communities and in the inner city. Even a dedicated librarian will back down. If revenue sharing is the answer, then a special library or library/social services revenue sharing is the answer. The answer also is professional organization for lobbying at the state level for a greater share of the state funding for libraries. In Texas state monies for libraries have always been seen as low priority, last-minute thing. And from the point of view of minorities, it seems as if the State realizes that the minimum services it provides will suffice for the white majority and what the others don't know and don't miss, won't hurt.

FACILITIES

It's no coincidence that the poorest areas in the state for Chicanos, those with the lowest educational achievement have no libraries. Here are some examples:

COUNTY	MEDIAN YRS. SCHOOL COMP.	% UNDER POVERTY	% UNDEREMPLOY.
Zapata County	5.9	50.6	61.9
Webb County	7.6	38.4	39.8
Starr County	5.9	51.9	38.6

There is a stretch in the South Texas Valley where citizens have struggled unsuccessfully without any type of resource whatsoever to get at least one library to be shared by several towns. For some reason neither they nor the State Library seem aware of each other's assistance. An informal survey will be conducted this summer to determine exactly which Chicano areas in the state need at least facilities for minimum services. Unfortunately those facilities in inner-city Chicano areas available are extremely limited and can't possibly begin to meet the needs of preschool children/after-school students and adults of all ages. In our South Austin branch library which attempts to serve thousands of persons of diverse ethnicity and background, we can't fit twenty persons at one time and we have a grand total of seventy-five (75) books in Spanish at one time. In this case it's a good thing more people don't know about our branch.

Local and State Library authorities should be able to have building funds set aside for fast growing areas and should respond to population growth needs for facilities in the exact way that schools are able to respond in terms of facilities. Poor communities should certainly have their programs subsidized by the State and federal government to assure as many persons as possible equal access to library services.

MATERIALS

With the problems already outlined of funding and facilities, it's no wonder that library materials also fail to reach the Mexican-American in Texas. The following are some of the most common types of problems:

(1) Language: the library profession has never made any attempts to determine what percentage of the population is literate in English, which percentage in Spanish; what percentage is bilingual and the level of fluency of the adult Chicano population. Without this information no one in the State can possibly plan an effective program for all peoples.

(2) Even when library personnel suspects that Spanish materials are needed there is no effort made to stock relevant materials in Spanish in sufficient numbers to service the population.

(3) Few libraries have made attempts to purchase popular Chicano materials and literature for use in the Chicano areas. True, materials are sometimes obscure, but most larger libraries are aware that expertise exists in the Chicano community to assist them in identifying the sources of materials. If interest did exist and pressure came from librarians, large distributors such as Baker and Taylor would stock and catalogue the materials. But their representatives have said themselves that they are uncertain of the demand for the materials, therefore they do not bother to stock all the titles they could, or the volume that should be in demand by Texas libraries.

(4) Just as librarians are willing to do original cataloguing for materials in English they should be willing to do the same for the uncatalogued Chicano materials once they do acquire them.

(5) Chicano materials are scoffed at and scorned;the same libraries which show no shame in stocking Readers Digest and Ladies Home Journal turn up their nose at popular Spanish fiction which the Chicano community likes; therefore our people provide their own community library service at their own expense despite the fact that they too are taxpayers. They buy marked up popular magazines in Spanish from neighborhood stores and they also are involved in exchange programs with their friends and neighbors.

(6) Libraries make no attempt to acquire and stock Chicano movement journals and literature, the very essence of the changing mood and history-making record of the Chicano community.

(7) Often materials which are bought by libraries not only are irrelevant but downright racist and distorted in regard to the Chicano community. The best and most consistent samples of this are the Texana and Southwestern literature collections so cherished by Texan and Southwestern librarians. Many such books recently published contain discrepancies, untruths and racist remarks about the clients (Chicanos and Blacks) who are to be served by librarians, yet the community gets no reader advisory service regarding these texts. Young people, members of the groups maligned by these texts check these materials out and are even urged to check them out without any advise whatsoever by those in charge concerning the content. In this respect, the librarian has the duty to alert and educate, especially the young to these very damaging texts. I cite specifically, a favorite with school and public librarians, The Lone Star State by Farenhold. But there are thousands of books like these on Texas library shelves.

(8) In short, there is little on the shelves in Texas to serve the needs of the Chicano community because no survey that I know of exists to determine: language use, types of materials needed, types of facilities and locations of facilities to service Chicanos. There is no effort made to determine information needs of the Chicano community for development and improvement and in total, to determine the desires of this neglected community in terms of library services; do they even know the potential that the library

as an institution holds for them,

(9) In general the library is the one institution in the community which might serve as a survival center for powerless persons in the community because of the information and knowledge which can be gathered there. The library is also the keeper of that community's history recorded and unrecorded through special collections; the library is also a place for recreation and life enjoyment. The library and the materials now held by libraries in Texas holds none of these things to the Chicano community. Archives and historical societies for example are never reflective representative of the Chicano community as they now exist in local history files in the libraries. Libraries and the materials existent in Texas: "no sirven de nada ni para nada" for the Chicano community.

STAFFING

(1) We have insignificant number of Chicanos in library staffs, library boards, library associations and library graduate schools in Texas. There are no Chicanos in the Texas Library Commission.

(2) As far as I know only three Chicanos in the state have positions as Library Directors in Texas cities. Out of these only one is an important city, Laredo Public Library. Few Chicanos in the state hold important library positions. The exception is San Antonio Public Library with one important administrator and El Paso Public Library with several Chicano administrators, but now none in really top positions. The State Library itself has only one Chicana in an administrative position.

(3) Few library boards in the state have Chicanos on Board since appointments are usually made by the Anglo-controlled governments. If they do include Chicano Board Members usually they are the minority number on the board so that they have no majority voting power.

(4) There are not nearly enough Chicano library science students in the Library schools to provide the professional force that is needed right now in school and public libraries. Recruitment programs for Chicanos are non-existent and financial aid is not provided in sufficient amounts to attract and retain the library science students we need. With the dearth of professionals in visible positions throughout the state and the small number of Library Science students in schools, we know that we are not going to have enough in this decade.

(5) Rural two-year colleges and junior colleges could provide AB Degrees in library technical services to provide the profession at least with bilingual technicians and aides who will attract more community use and who will be recruited easily since they will train close to their communities.

(6) The State Library could plan cultural sensitizing sessions for librarians on a regular basis throughout the State beginning with the Texas State Library staff such as they do with educators so that Anglo monolingual librarians can at least be sensitive to minority needs.

(7) Plan regular evaluative review by the Texas State Library for those libraries which serve minority populations to determine if services are being provided to the clients.

(8) Provide regular, quality technical assistance for filing applications for funding to Libraries in rural and low income areas and for the provision of methodology in providing outreach services to minority communities.

(9) Graduate and two-year Library Science curriculum should include methods in outreach work, community dynamics, community organization, and survival information research for all librarians.

(10) Graduate Library Science curriculum should include readings coursework on recognizing racism and historical discrepancies in literature because of the tremendous responsibility librarians bear in selecting and recommending literature to the community. (Librarians should be the first to learn to read critically.)

(11) Librarians in Texas should learn Spanish and if hired for a position with the Chicano community they should be bilingual and literate in Spanish. Through decades of school pushouts, we have about 60% of the Chicano population which is non-English speaking.

(12) A technical assistance plan developed by the State Library should include methodology for recruitment of library aides from the Chicano community, training techniques and techniques for coordination with other community programs to assure both full library participation and benefit. Many librarians still don't know how to utilize manpower programs for their benefit.

(13) Sensitizing of the State Library Association away from the exclusive private club attitude and exchanging of high positions among privileged members, into genuine professional associations sensitized to their State services needs. Hopefully, federal or foundation monies could be used since Associations would not use their own funds for an improvement they don't see as necessary. Maybe then the associations could pick up some of the recommendations made here.

MARTHA P. COTERA
2507A Parker Lane
Austin, Texas

CITY OF TUCSON
The Sunshine City • CITY HALL
TUCSON, ARIZONA 85703
P.O. BOX 5647 • Tucson Public Library •

PLEASE REPLY TO:
VALENCIA BRANCH
[illegible]
[illegible]

March 12, 1974

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and Information Science
Suite 601
1717 K Street, N. W.
Washington, D. C. 20036

Dear Sir:

Providing library services for the economically disadvantaged, many of whom belong to ethnic minorities, has been my principal interest for the past five years. These services bear very little relation to most of the proposals in the NCLIS initial draft, e.g. sophisticated interlibrary loans, networking, research materials - and yet almost half our country's population falls into the disadvantaged category.

The people we serve need food, shelter and clothing; they need to further their education to get better jobs to provide these necessities; they often need medical and legal assistance; their children generally need extra help in order to survive and succeed in a formal educational setting. While the library cannot directly satisfy these needs, it should be the one agency in the community to: 1) help its residents sort out and understand a maze of federal, state and local programs, 2) refer people to appropriate agencies, 3) provide some tutorial services if they are not readily available elsewhere, 4) serve as a communications link among existing agencies, and 5) act as a catalyst to get new services started or old services functioning better.

These services have to be made available on an individual and confidential basis. The information has to be provided immediately and free of charge. Because of the complexity of much of the information available today, the highly educated librarian must often act as interpreter in selecting and communicating data to users who may have low reading abilities. Moreover, the collecting of information and kinds of programs offered must be tailored to the community's needs by community residents. If a library truly serves its community in such ways, it will be appreciated and supported.

The possibilities and challenges inherent in providing these services have been attracting a different kind of person to librarianship, including many minority people who, for the first time, see libraries as vital and relevant. This is important to the profession as a whole because these people are changing the librarian's image. Traditionally, the image casts us as shy and retiring; we "hide" behind desks, books and glasses. Because so many of us are passive, we tend to be ignored, and worse, to accept our low profile. Of course, there has always been the exceptional outspoken minority -- and for the first time, I feel this minority is growing. Hopefully, the word "librarian" will soon achieve a more positive connotation as more of us become involved with our communities and carry on more active public relations programs. And the individual librarian's belief in his ability to effect positive results should also grow as the image changes.

My appeal to the National Commission is that you aid this growth process by:

1) Publicizing your own activities and purposes. How many people, aside from a limited number of librarians, know you exist? How many people understand your function?

2) Helping to legitimatize the idea that a library is an information center. Your support is needed to make people realize that community information is an essential service for public libraries to provide. This can be aided by emphasizing the concept of free access to information for every citizen. Most people are not aware of the importance of various kinds of information. Poor people tend to remain poor because they do not have the information necessary to secure a better job, get the most for their money, get legal assistance, etc. I think the attached article beautifully illustrates the fact that "Information is power and wealth." If people realize this and librarians realize this ("Communication Power"?) libraries can become as essential as their competitors at City Hall, garbage and sewage departments. Libraries can and should prevent information control, which is proliferating both by intent and by the pressures of volume and obscurity, by publicly collecting and disseminating needed information.

3) Sponsoring workshops which pay participant expenses on subjects like: Cable TV, legislation, public relations, computers, gathering community information, new patterns of staff organization (including library technicians and their use), and measurement and evaluation of services. I realize that workshops are continually taking place on these topics. However, few people have the money to participate. Library systems have extremely limited travel budgets and individuals can seldom afford $500 - $1000 to attend a really good institute. As a result the same few people tend to go to many workshops and they seem to be the ones who least need to participate. Knowledge is not spread and younger librarians get discouraged and lose their enthusiasm. Unfortunately, as much as librarians would like to believe it, READING (as in reports of conferences) is not a substitute for DOING (attending them). Wider participation is urgently needed.

4) Preparation of videocassettes and filmstrip/cassette packages which would teach basic library skills to users. Different packages might have to be prepared for various sizes and types of libraries, but we need "quality" presentations.

5) Cooperation with the National Education Association that would result in librarians (as well as consellors and administrators) being eliminated from the teacher count when the pupil/teacher ratio is being determined for eligibility for federal funds.

6) Establishment of a national network of general federal government information similar to Medline.

7) Assignment of responsibility for serving Indian reservations. A perpetual problem in Arizona is the attempt to figure out whether the B.I.A., state library or local agency is responsible for providing library services on our numerous reservations.

In addition, I have mixed feelings about the proposed White House Conference in 1976. I look forward to it as a huge public relations program which will inform citizens and legislators about WHAT libraries are, as well as what they need. (Maybe our continual desperation over needing things has led the public to believe we actually don't have anything?) This publicity and attention would boost the morale of librarians, which should lead to improved public relations activities on the local level. But I hesitate because 1976 is not very far away and there will be a lot of competition for publicity.

I also understand that state conferences on library services would be scheduled to precede the White House Conference. Since I am sure I would be involved in organizing the Arizona conference, I hope information on how to do this, as well as what is to be accomplished, will be forthcoming in the very near future. 1975 is only 8 months away.

Thank you for the opportunity to submit my comments to the Commission. Good luck with your tremendous task, and please try to get more publicity for your activities.

Sincerely yours,

Coralie Parsil

(Mrs.) Coralie Parsil
Head Librarian
Valencia Branch Library

LEGISLATIVE OFFICE
TEXAS STATE N.O.W.
515 Ogden Street
San Antonio, Texas 78212
tel: (512) 226-4095

March 4, 1974

Mr. Frederick H. Burkhardt
Chairperson
National Commission on Libraries and Information Service
Suite 601
1717 K Street, N.W.
Washington, D.C. 20036

Dear Mr. Burkhardt:

I want to thank you for having included members of the National Organization for Women in your request for testimonies concerning the effectiveness of our public libraries. We are indeed interested in participating, and as you can see from the attached form I am returning, we have recommendations of others whose contribution in testimony we feel will also be of great value to the general public.

In your six point program of issues before the commission, you have covered most of the points which I personally important; however, as a government agency, I am sure you will appreciate the suggestion of the need for stated intent toward Affirmative Action Programs for hiring, as well as serving minority persons, including women.

Affirmative Action Programming must of necessity be part of each of the six points chosen. The AAP should be an integral part of book buying; my organization is often contacted in desparation when students and others cannot find research material on any one of those subjects which NOW devotes its energies to, as: abortion, sex-stereotyping in educational materials, legislative actions, the Equal Rights Amendment with all the pros and cons, and career counselling.

Point #1 covers several diverse points, each of which is valid and deserving of full support. As an ex-government planner myself, I have had many frustrations with the library system trying to get government reference materials that my agency would generally be forced to buy or wait to receive without easy access. As a linguist who uses foreign publications to be up to date in my own professional fields, I have often been frustrated by the absence of appropriate reference materials simply because they are not written in the language which is considered official in this country. Many of us are building a resentment over bi-lingual education as it stands today because it benefits only one national origin group and though I personally speak Spanish, it is not the language of my heritage. Yes, my married name is Spanish.

Taxation as for public schools, should not be left totally to the states, but should by all means be shared by the states.

Librarians who have used government funds in the form of HEA Institutes to learn how to reach people who seldom or never use the libraries should be contacted and investigated for their effectiveness and institution of their learning in their own libraries after their HEA Institute work. It is easy enough to get HEW funds for such seminars and nearly equally easy to get into the projects as participants, but tax dollars have been spent on these projects and I believe the tax payer should have some return on these projects beyond a handy credit on the institute director's resume and another on the participant's, namely tangible public service. You might start with San Antonio library service and San Antonio librarians who have attended such institutes.

San Antonio does seem to have some excellent librarians whose back-up expertise in reference work and communication with other libraries has benefited many; however, library administration and library boards are stodgy, unimaginative, and immovable when it comes to progress, imagination, and public needs. It has always been a matter of great interest to me how the director of the San Antonio Public Library System happened to be chosen (a man from out of town) over many equally if not more qualified female librarians living and working in that system before the arrival of Sexton.

Point #2 mentions meeting space which our local main library certainly provides, but between the hours of nine to nine on week-days and nine to six on Saturdays, An evening lecture between the hours of six and eight is the only possible kind of meeting under these conditions. Most business meetings last till 10:00 p.m., and most organizations need facilities for serving some sort of refreshments. The very fact that the public library is closed on the one day when everybody in town is reasonably free, Sunday, is barbaric, uncivilized, and discriminatory.

Finally, in consideration of library materials, it may be understandable that the library cannot keep up with all the varied new civic organizations forming for one cause or another; however, it is inconceivable to me that our local library would not be aware of the national prominence of the National Organization for Women equal to that of the NAACP and not feel the need for back-up information on it and its local chapter in the form of listings, newsletters (national and local), and documented local work in each of the task force areas. Such materials have been offered to the local library, reviewed and considered of such low worth that the local library could not be bothered to inform me of its disinterest.

Countless men and women have called me as a local NOW person and have stated that they called the library first trying to find the ore ganization only to be told that the library did not know. The library does indeed know and does NOW a disservice in not having reference materials.

I sincerely hope that the meeting your commission is organizing for San Antonio will be an opener for continued communication and cooperation between the public library and my organization in the future.

IN EQUALITY,

Suzanne de Satrustegui
TSNOW Legislative Coordinator

Texas Hispanic-American History Institute

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LEGAL ADVISOR
MR. LAMOINE HOLLAND

April 5, 1974

Member:
San Antonio Conservation Society
Bexar County Historical Survey Committee
Instituto de Cultura Hispanica
Texas Association of Historical Organizations

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and
Information Science

Suite #601

1717 K. Street
Washington, D. C. 20036

Dear Sir:

I am most grateful for this opportunity extended by the National Commission on Libraries and Information Science and it is indeed a pleasure to be able to present to your Commission my sinple ideas. These ideas I have gathered over the many years of experience, observing, reading, study and investigation.

Although I realize I am late in sending this presentation, since it was due in your office on March 15, 1974 for reasons beyond my control, I could not meet your date line. I hope that you may never-the-less consider my observations and hopefully something can be done to correct this long, long over sight.

The tremendous problem is in the line of education and it concerns every adult citizen in our nation. There are many gaps in this field, and to the dismay of the Spanish population, all who are loyal Americans, there is a complete void and negligence of Spanish Institutions of Learning within the borders of the United States.

Our nation is in great need of Institutes of Learning in complete Spanish education. Just where in the United States could a person go to get a Doctorate in Spanish History in the Spanish language, literature, science, music, the arts -- the Spanish culture?

We need a University -- an institute of learning in the Spanish culture. We need Libraries and a world of books, etc.

In the past we have heard so many times that only by educating minority children will we be able to lead them into the mainstream of American life and make them adjusted contributing members of society. Bearing in mind that an education is merely a discipline of mind or character through study or instruction... with absolutely no regard for the authenticity of facts or figures or whatever stimuli is used in the curriculum being used to accomplish such end. I have found myself.in the position of observing and arriving at the conclusion that it is not only the minority student but also his Anglo-Saxon English speaking friend who requires a corrected, well rounded, factual education. Only then will he be able to understand the likeness as well as the differences of different cultures and heritages.

Gentlemen, we we study the history textbooks used by our schools in the past as well as at the present time, we encounter a systematic biased written account of events that pertain to the Hispanic culture of the Americas.... I might add all authored by either anglo-saxon or until recently Spanish surnamed products of our own biased education. What are we afraid of? In these tiring times of many credibility gaps, isn't it about time that we discard the cloak of the Black Legend of England, and face the truth. Isn't it about time that we teach all children the truth about our past...the pride of our ancestors... for only through truth can we face our future as better Americans.

Gentlemen, let me offer you another example, I believe that most of you have at one time or another had the opportunity of visiting Our Institute of Texan Culture located at HemisFair Plaza, here in San Antonio, Texas. A conglomeration of misinformation on the highest level fitting right in with our primary education. But it becomes an embarrassment when studied by our college foreign students who have learned the truth. Our Spanish section consists of a tiny corner with absolutely no mention of the colonizers... Oh no! their names were put in the Mexican section... Don't we really know the difference? The Spanish period consisted of 302 years 1519-1821 while the Mexican period consisted of only 15 years 1821-1836. Is it really that hard to understand? Does it seem intentional? But then what do we expect, my own quite famous ancestor, a man who dedicated his energies and life to our Texas, and the man most responsible for our education, law, and government....Jose Antonio Navarro was listed as an Italian. Friends, there is an old Spanish refrain that says that History is written by the Conquerors... and if we were to open our eyes a little more and look around us we would certainly believe it.

Gentlemen, in closing let me just say that it was the Spanish that introduced the first systematic schools to the Americas and they did this with the able help of the Catholic Church. If we are really concerned about educating all our children, it is time that we take a good hard look at the tools we use. It is time that we present the true picture of different cultures instead of degrading the different cultures and customs often resulting in childrens' inferiority complexes. After all, this great country of ours was only made possible by the contributions of every one of us. Not because of our similarities but because of our differences. Yes, Gentlemen, it is time that we learn through our youth to live together.

Our Texas Hispanic American History Institute here in San Antonio, Texas is dedicated to the proposition of the Hispanic Culture. Organized five years ago this June, we are a chartered, non-profit organization with a membership of 300 families, most all are descendants of Hispanic founders of this city and state.

I shall be happy to answer any questions and/or comply with your requests.

Thanking you sincerely, I am

Very truly yours,

Adela M Navarro.

Adela M. Navarro, Founder
Texas Hispanic American History
Institute of San Antonio, Texas

AMN:b

(over)

O MAGNIFY THE LORD . . . LET US EXALT HIS NAME TOGETHER — Psalm 34:3

Cumberland Presbyterian Church

South Avenue M and Cactus Lane :: Olney, Texas 76374

ARLEIGH G. MATLOCK, Pastor
909 West Elm

March 6, 1974

Dr. Frederick H. Burkhardt
National Commission on Libraries and Information Science
Suite 601, 1717 K. Street, N.W.
Washington, D.C. 20036

Dear Dr. Burkhardt:

I regret being unable to attend the Commission meeting which will be held in San Antonio on April 24, 1974. However, I shall attempt give something of a personal reaction to some of the questions suggested in the enclosure with your letter.

First, may I say that I have no particular credentials to qualify me in the least as to that which relates to libraries and library service. My interest is purely that of a lay person in the community who has been called upon to serve on the local library board. My service dates back to 1967 when I moved here to accept the pastorate in the local Presbyterian Church. My ministry, until coming here, had been in the larger urban areas. Prior to coming here I was in Memphis, Tennessee, for 17 years.

The community of Olney is a somewhat isolated, small town of less than 4,000 population. In the past, there has been a considerable amount of oil activity. This is but a small part of the economic picture now. The economy is based largely upon wheat farming and ranching. Like many smaller communities, it has had difficulty in surviving.

About 1970, the community began an affort to revive its economic life and reverse the dying process. It was selected as one of three small cities in Texas to become a part of Governor Smith's Model Cities Program. With the impetus of this effort, an interest was sparked to improve the the total life of the community. Applications were made for H.U.D. Urban Renewal Funds. These were received. Additional industry was sought. Major efforts were made to improve the public schools and to secure needed facilities.

One element in all of this was a look at our library service. It was a rather discouraging situation. Our public library was a ~~very~~ minimal operation. The public school libraries were terribly deficient. Our children had to seek elsewhere for the resources needed in their school work. Many used the public libraries of Wichita Falls, some 45 miles away.

Realizing that money was limited for this kind of service, we began toying with the idea of a combined library for the community, pooling our limited resources into one effort. Contact was made with H.E.W. through Miss Janice Key of that office in Dallas. Miss Key encouraged us endeavor to improve our library service, and enlisted the interest of her superior in the Washington office, Dr. Paul Janosky.

The immediate result was a grant for a pilot project through H.E.W. The project was assigned to North Texas State University in Denton. Dr. James Kitchens of the Department of Sociology and ~~Archeology~~ [illegible] was named to head the project in 1972.

We are now beginning the third year of the project. We are still quite a way from achieving our goals, but we believe that we have made some heartening progress. A part of our problem has been that lacking any models or precedents. We have had, though, the best of guidance and cooperation from the experts in the federal and state government. Without this assistance, we would have been greatly handicapped if not stymied.

We were not blind from the beginning that we would be faced with great problems in merging a public and school library. We were aware of some of the efforts which have been made in the past and the general negative outcome of such efforts. We were aware of the political factors which could and might come into play. Certainly we knew about the difficulty of reconciling two different library structures --- school and public.

Of course, the idea may not work yet. We have been conscious of this and have left some bridges for retreat. On the other hand, we are not expecting to reverse our field. There has been a tremendous enthusiasm for the community library. To us it makes sense. The idea of putting all of our resources into one institution, rather than dividing them appeals to us. The idea might not work everywhere, especially in a larger, more complex community, but for us it seems the right thing to do.

We are now in the process of organizing a capital fund drive for a new building to house our combined library. The amount that we shall be seeking has not been set as yet. We estimate that it will be in the neighborhood of $200,000 or more. Decisions as to the amount await further study as to space needs and the securing of an architect.

In 1972, we formed a joint committee, composed of appointees from the City Council and the School Board, to direct our endeavor. This committee or joint-board has worked on a constitution, by-laws, policies, funding, etc. In March, we are scheduled to establish a Community Library Board under the new constitution. It will be a state chartered organization and assigned the responsibility of directing the affairs of the Community Library.

Our broad purpose for the Community Library has been stated as being to: a) provide for the entire community -- public, school and pre-school -- a central despository of materials for learning and enrichment; b) pursue actively those courses which will be supportive of all learning endeavors within the community; c) initiate programs which will attempt the maximum use of the central depository resources; and d) be every alert to the potentials for service, and the needs for learning within the community.

As to some of the accomplishments: (We still have the public, high school, junior high and elementary school libraries in separate locations.) We have arranged and are working on a central card catalog of all materials the the various libraries. This catalog is now housed in the High School library and when completed will provide us with a very fine service as well as a control over the materials.

A little over a year ago, we made arrangements to employ a coordinator for the combined libraries. She is Mrs. Susan Long and serves not only as the coordinator but also as librarian for the school. The school libraries are open for public use.

Our public library, through the assistance of the H.E.W. project and the work of North Texas State School of Library Science, has been thoroughly studied. On the basis of the findings, there has been a weeding of the materials and we have made considerable progress in upgrading our collection. We have spent about $6,000 in the last three months on the adult materials. We are in the process of doing the same thing for the children's materials.

This year while we were working in the public library to upgrade our collection, the High School has concentrated on reference materials. Mrs. Long has been able to organize a very good periodical section and to add a great many volumes to the basic reference section.

A phone-in reference service is now provided through our library program.

When we began looking at the library service, the Public Library received $2,400 per year from the City Council for the operation of the library. They also provided a space in the City Hall, rent and utility free. A little over a year ago, our allotment was increased to $7,200 per year. Last year, we received an additional grant from Revenue Sharing Funds for $2,000 to carry out our part of the cataloging process.

About a year ago, we instituted a "swapping corner" for paper backs. The shelf has grown from less than the 100 original paper-backs to almost 1,000. It is one of the most popular sections of the public library.

We have seen an increased interest in the public library. The traffic has been augmented greatly. There were about 100 children enrolled in last summer's reading program.

Soon, we are to organize a "Friends of the Library".

We have a great many things on our agenda. Some of the activities will have to await a central facility for the library. For example, we wish to extend the hours of service and to make more convenient the resources we have. There are several programs which we have had under consideration, but already this has grown much too lengthy.

Now as to the "Issues Before the Commission" and my observation.(I am thinking that some of my foregoing comments will answer these questions in part.)

1. Priorities for service -- I believe that some Federal money should be spent to reach those who are in poorly served areas. As to how it might be done, I have no suggestion. But I do know that we did not have the resources within our own community to meet our problem. In regard to resources, I am thinking more particularly in terms of expertise.

2, Improved services and community relations -- Speaking out of our own experience, the one element which has been of most importance is that of sharing our enthusiasm on a person-to-person basis. Of course, our relationships in a small community are somewhat familial and personal. Furthermore, we began at a point where our library service was almost nil. As we increase in size, operation and scope, I am sure that we shall have to wrestle with the problems suggested here and I haven't any contribution to make as to what we might do at that time.

3. Deficiencies in service --- We have used the Texas Resource Center help and look forward to the time when we might enlarge our program to use this more often and more efficiently.

4. Nobook services in the library -- Again, I am not in a position to answer as far as our service is concerned. We are making studies as to the possibilities in this field and will be incorporating some of them into our future program.

5. Paying for service --- I am of the opinion that we should continue to depend largely upon tax sources for the underwriting of our library service. I do think that we should should look to alternate sources for additional funds. As to payment for service, this eliminates too many who are unable to pay.

6. A Federal Government role in the local library -- Certainly where Federal Funds are used, there will be a necessity to set some standards for service. Grants without guidelines are an invitation to abuses and wasteful spending. On the other hand, rigid rules and regulations can be most non-productive. They can be the obstacle to the ultimate and larger goals.

I recognize and sympathize with the problems of administrative people in our federal agencies. In large and complex organizations such as these, it is an almost overwhelming necessity to rely on strict application of set rules. However, an inflexible set of guidelines all too often stifles initiative at the local level.

The model which I have in mind for Federal and Local cooperation would be one in which both parties would first agree on the ultimate objective. Let that objective be precisely defined, well-understood. In pursuit of the established objective, allow a flexibility in the ways, means and regulations which apply.

I have written at a far greater length than was at first intended. Maybe this will serve, nevertheless, to indicate the interest and effort with regard to library service which is being exibited in one small town.

Sincerely,

A.G. Matlock
President, Community Library Board
Olney, Texas

TESTIMONY
ON
INFORMATION NEEDS OF MENTALLY RETARDED CITIZENS

RESPECTFULLY SUBMITTED
to
NATIONAL COMMISSION ON
LIBRARIES AND INFORMATION SCIENCE

Frederick Burkhardt
Chairman

by

Mrs. Claudia B. Dickson
Librarian

NATIONAL ASSOCIATION FOR RETARDED CITIZENS

27 March, 1974

Mr. Chairman:

I am pleased to have the opportunity to represent the National Association for Retarded Citizens, the only voluntary organization devoted to promoting the welfare of mentally retarded persons of all ages. By fostering the advancement of innovative approaches to research, prevention and treatment, by developing broader public understanding and knowledge of the problems of mental retardation, the NARC has, since its inception in 1950, advocated and encouraged the development of optimum services and opportunities that will assist mentally retarded individuals to function as independently as possible in their own home and in the community.

Mental retardation, a problem with impact on the whole spectrum of domestic concerns confronting this nation, has many adverse effects. With an estimated three per cent of the population--or more than six million individuals--believed to be mentally retarded, a partial estimate of the social cost of mental retardation in 1970 was $7 billion. This included productivity losses among the retarded and the excess costs of services, and represents the increase in well-being that would occur if the retarded had the same level of vocational and social attainment as the general population. (See exhibit A for other statistics and facts on mental retardation.)

A brief glimpse at some of the statistics for the state of Texas will undoubtedly be thought provoking:

Estimates - Texas	
335,902	Mentally retarded (all ages)
114,675	School age (5-21)
32,746	Enrolled in school in 1970-71 (an estimated 70,000 to be enrolled in Plan A special education by 1972-73)
2,000	Mentally retarded clients on Texas Vocational Rehabilitation case roles in 1969
2,044	Served in day care facilities (1968-69)
10,566	In public residential facilities (1969)
610	In private residential facilities (1969)

During the last decade, as the examination of the problem came to the fore, the heightened research and program activity provided a need for organized information for scientific inquiry and for a better understanding of the social-medical-educational needs. A consequent and parallel development has been the increasing recognition of the role of libraries in these endeavors. As more is learned about the complexities of the condition, major scientific advances in a variety of fields - education, psychology, medicine, biochemistry, social work, genetics - have created a need for special information services that cover all these areas. Organized access to the literature is a must for every professional working in the field, for, by its very nature, mental retardation is a multifaceted problem that requires the attention of a variety of disciplines.

The National Association for Retarded Citizens is in agreement that there is an urgent need for a national program for library and information service that will include a national network of libraries and information processing units. We endorse the sentiments expressed in the Special Libraries Association statement on the draft proposal for a national plan as issued by NCLIS, and would like to emphasize the assertion that such a network should be flexible enough to accommodate a wide range of system configuration so as to provide for varying kinds and levels of library and information services as well as meeting the needs of the many differing individual user communities.

The President's Committee on Mental Retardation has long been concerned with the possibilities that such an information system would have to offer in the field of mental retardation, as evidenced by A Master Technical Plan for Mental Retardation Information and Resource Center prepared by EDUCOM in 1969. From this report emerged the over-riding philosophy of design for an information system essentially mission-oriented in nature. The exact antithesis of discipline-orientation, no one subject field would be dominant to the exclusion to or the subordination of another, with no one profession at the focus. Mental retardation embraces at one time or another, and often successively, the etiologist, the epidemiologist, obstetrician, perinatalist, pediatrician, teacher, speech and hearing specialist, psychometrist, psychologist, neurologist, rehabilitation specialist, social worker and a multitude of others. The unfortunate continuum through this trail of specialties and therapies is provided by the retarded person and his family, which our organization represents. For their information needs these people must feel an identity with the local point of contact at any point of the continuum. This response must be on a person-to-person basis, always on a feeling level, in gaining access to the pertinent part of total information offered.

Services to the mentally retarded are generally of the same type and have the same general goals as those provided to those who are not mentally retarded. These services seek to develop the intellectual, physical, social and vocational skills of the retarded, to help them adjust to the problems they encounter in the day-to-day process of living and working, and to protect them from situations with which they would be unable to cope. The difference is one of degree, sometimes requiring additional services, sometimes in modified form. Since their skills often develop slower and less completely than others, they are more likely to need supportive services, sometimes of a lifelong nature.

The type of services will vary according to their particular intellectual and physical limitations and their stage in the developmental process. The retarded child has very different needs from retarded adults, while the severely retarded requires different needs from the mildly retarded. All are human beings who require love, food, shelter and opportunity. In company with all human beings they will be dependent and less dependent upon others at various developmental stages; varying in personal characteristics and ability. In experiencing joy, sorrow, struggle for survival, their responses to these life experiences will be highly individualized and probably extraordinary according to the recognition and respect given them for their assets.

Thus, programs for the mentally retarded have varying goals and serve a wide range of functions: developmental, supportive, protective, rehabilitative and modification of the work or social milieu, with each having distinct information needs differing in significant ways.

As the trend toward normalization of the life of the retarded gains momentum, far-reaching implications for library services which are appropriate to the retarded in the community must be recognized. Traditional library services must assume different formats, expanding and adapting to meet the needs of this specialized and heretofore neglected clientele. A variety of programs and patterns of service must be employed along with different approaches and techniques. The public library can help meet the needs of preschool through adulthood with provision of newspapers, books with high interest -

low vocabulary level, books with many illustrations about the world around them, books with large-type print, film programs, records, story hours, framed pictures for their residences...but most of all, the public library can offer a friendly place where the retarded person's needs for learning and leisure can be fulfilled.

Equally far-reaching are the implications for library services in special education in view of the recent court decisions regarding the education of the severely handicapped child previously excluded from public school education. The precedent established by these cases, supplied by other litigation concerned with the denial of civil rights for handicapped children, will place new demands on the special education community. As schools come under mandate to provide educational programs so very alien to any prior modality, the development and dissemination of more efficient instructional technology and more instructional materials will be required. Highly specialized doctoral level teacher training, research, instructional design, personnel, vocational skills training, will all make unprecedented demands upon information resources. Parent-training programs which will enable the parents to prepare their severely handicapped children for school should have access to all resources such as the instructional materials centers. Toy libraries should be an essential element in any long-range planning.

In residential institutions, estimated needs suggest extensive expenditures are in order to approach those who deal with library service in the _Standards for Accreditation for Facilities for the Mentally Retarded_, adopted by the Accreditation Council for Facilities for the Mentally Retarded, Joint Commission on Accreditation of Hospitals, 1971. Truly, these standards are a landmark achievement in every respect. With adequate manpower and financial support and with the adherence to these standards, the library-information service would become a viable, functional information unit capable of responding to the range of materials and services needed to support the programs of the institutions.

An examination of a recent survey of existing services in residential facilities for the mentally retarded revealed that only 53 employed an individual with training in library science to see that appropriate use was made of the collection (Appendix A). In addition, other deficiencies and gaps in services can be noted but it is in such settings as these that competent professionals can really fill some of their most important roles, capitalizing on freedom from past tradition of services.

CONCLUSION

Mr. Chairman, the intensity of the problem of mental retardation makes it difficult to formulate statements that are general enough to cover totality of information needs on such a broad spectrum or groups of users, yet have it specific enough to serve as a basis for design or evaluation efforts. Our own, small staff library, representing a very unique resource in the field of mental retardation, will be pleased to assist in any future planning of library services. We feel strongly that any effort on a national scale should be an expansive partnership, capable of regeneration through highly motivated interests of private citizens and professional workers. An organizational complex partnership of professional and voluntary workers, social and physical scientists, private and public institutions, along with philanthropic and private investment funds could extend the total national resource of formal and informal information into this diverse community of users. The great diversity of problems must be matched with a diversity of library and information programs.

Thank you.

COMMENTS FOR NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

As Manager of the Hawaiian Technical Services Program and as Director for Technical Services for the Coordinating Board, Texas College and University System, responsible for administering the State Technical Services Program of 1965, I reached a number of conclusions that I believe relevant to one of the problems your Commission is addressing: the problem of putting information to work to increase the productivity of business, industry, and commerce. Among the conclusions are the following:

(1) a program designed to make available new information to business and industry should be initiated as soon as possible with a very high priority. An effective program to achieve these objectives is difficult to develop; it cannot operate without the solid base of libraries and information services, but offers a great potential for solving today's urgent problems. New, better paying jobs can be created, new and better products and services can be produced and lower cost, using fewer scarce natural resources as a result of an effective "technology utilization" program. Since it is possible to produce goods cheaper, competitive market positions are enhanced, balance of payment problems decrease, as well as our own cost of living. Two independent studies show that over a long period of time (40-80 years), approximately 90% of the increase in productivity per man hour can be attributed to technological progress;

the remainder to capital investment.[1, 2]

(2) The task is difficult, but can be done. One of the keys to an effective "technology transfer" system is the recognition of the fact that simple availability of information is not enough. The information must be translated into a form that the entrepreneur can understand and use. This requires the extensive use of interpreters or field representatives who can understand the language and problems of business and industry and who can communicate effectively with the information specialist or librarian. Few individuals are available today with the talent and experience to perform this function adequately.

An ideal technical services program would employ industry specialists working within a statewide information system that could call on national resources if necessary. A system for finding solutions to problems at least cost is urgently needed.

(3) Most important of all: The transfer process should begin with the problem. The process begins when the entrepreneur begins to realize that there may be a better way. Prior to this time all of the libraries

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[1] Solow, Robert M., "Technical Change and Aggregate Production Function," The Review of Economics and Statistics, Volume 39, August, 1957, pp. 313-320.

[2] Fabricant, Solomon, "Resources and Output Trends in the United States Since 1870," American Economic Review. Volume 46, May, 1956.

and information systems in America cannot help him. In order to get the entrepreneur's attention and keep it, the field representative must work on entrepreneur's problem as specified by him. After rapport is established, the field representative can begin the process of bringing new opportunities to his attention.

In summary, it is my firm conviction that an effective system for transfering the information, data, and knowledge is urgently needed; no single program offers greater potential for solving today's urgent problems. The process is not simple, but an effective program could be developed within 3 or 4 years.

Wilbur Hurt,
Director of Community Services
Texas College and University System
Austin, Texas

Testimony to the National Commission on Libraries and Information Science
Prior to Southwest Regional Hearing, San Antonio, Texas, April 24, 1974
by R. Henderson Shuffler, Executive Director, The University of Texas at
San Antonio Institute of Texan Cultures

My testimony is based on many years of experience as an user of libraries and archives in historical research and as director, since 1967 of the Institute of Texan Cultures. Our Institute is primarily a communications center, translating the results of scholarly research in the fields of Texas history and ethnohistory into exhibits, slide shows, filmstrips, television shows and publications for the general public and the public schools. We have identified, done research on, and presented the stories of 25 significant racial, national, and cultural groups who make up the population of Texas. Our function falls primarily within one of the purposes of the work of your Commission, as stated on page one of your Annual Report for 1972-73; "improved human relationships between persons of differing backgrounds."

One of the greatest handicaps to historical research in Texas (and I am sure this is true of much of the nation) stems from the fact that primary materials are scattered, disorganized and, even when located, extremely difficult to use. In Texas, important collections of papers and documents are scattered from El Paso to San Jacinto, Laredo to Amarillo. They are in large and small archives, museums, libraries, and courthouses. Many of the most significant are in the hands of private collectors and dealers, or still in family attics and barns. At present it is impossible for a researcher to locate even the major documentary material on any given historical subject in Texas, except by laborious search, consultation with others working in the field, much travel, and sheer luck. Even then, he is never sure he has covered the field.

The three largest archives in the state are the archives of the State Library and those of the Barker History Center of the University of Texas, both at Austin, and the Rosenberg Library at Galveston. Each holds several million documents and letters. These are reasonably well organized, with some subject matter indices, but with much material listed only by collection. Masses of material are still stored in boxes, untouched since acquisition. Other holdings throughout the State are even less organized and available.

As a result, historical researchers spend far too much time floundering in search of materials and are never certain of having located enough of extant documentation to give a well-rounded picture. Once the material is located, even more time is wasted in searching through masses of old papers for the few items significant to the project.

Funding is needed to encourage and assist major archives in organizing and indexing their holdings. Most have succumbed to the temptation of using available funds for acquisition, in preference to organization of holdings. Actually, it is easier to secure funds from many sources for acquisition than for the pedestrian chores of indexing and filing.

It would seem practical to start with a project for microfilming all archival holdings of importance. Each document frame could be numbered and a retrieval system, by computer, should be practical. Eventually, a general catalog of all such materials, statewide, could be put on computer. The saving of research time of scholars and the improvement of historical research would more than offset, in a few years, the quite monumental cost of such a project.

In addition, the greatly lessened handling of the original documents would greatly enhance their longevity, and properly preserved microfilms, reproduced at long intervals from a master, would outlast many of the originals under the optimum circumstances.

Such an index could eventually be supplemented with bibliographic information from rare book collections in the field and improve the speed and quality of historical writing immeasurably.

No project of this type will ever be launched, I am convinced, by individual institutions, without the stimulus of national leadership and funding. Once well under way, with the present backlog overcome, I believe it would be continued by states and groups of institutions.

At the same time, a field research program should investigate private collections and, where possible, include such holdings in the master index. Where this is not allowed, a general description of the holdings and their accessibility for researchers should be recorded. Many items now in private hands (other than those of dealers and collectors) could be moved into institutional centers, or could be microfilmed or copied, for general use.

A second area in which a vacuum exists, in the Southwest, at least, is in organized collections of negatives of historical photographs, sketches, and painting. Such visual supplements are necessary for historical writings to reach the general public and to be effective in the public schools. Today's generation is far more receptive to pictorial presentations than to pages of fine print.

In our work we have made much use of pictures, slides, and films. We have, at present, some 22,000 negatives and 8,000 slides of historical Texas subjects. These are indexed by subject, names of individuals, ethnic groups and dates. They serve as a resource for our own work and are used by book, magazine, and newspaper publishers, by schools, colleges, and universities, and by movie and television producers. We are told this is the only sizeable collection of the type in Texas and the only one indexed for easy use. Most university holdings of this type are scattered over the campus in a strange assortment of places and, when located, are so sparsely indexed as to require a search of the entire collection in order to locate a given picture.

Our collection began as a resource for our own work, then expanded into public service. Copy negatives are made from the holdings of museums, libraries, newspapers, magazines, and individuals, supplemented by current shots of historic spots, people, and scenes by our own staff. In time, this collection should be expanded to around 250,000 negatives. This will require a field staff making copy negatives continuously and an enlargement of the clerical staff for indexing.

Each negative is annotated with information on original source and restrictions on reproduction placed by the holder of the original. We will, with proper permission, supply prints, at cost, for users of the index.

Each state needs such a central index and collection of historical illustrations. The saving in time and improvement of publications will justify the cost. Copy negatives often can improve the sharpness of an old picture and, in some cases, careful restoration makes available an image almost lost. The master negative will far outlast the original old photograph, and can be renewed indefinitely by copy. A widespread move to develop such centers in the various states, now, would preserve this important phase of our history for coming generations.

R. Henderson Shuffler

R. Henderson Shuffler

Special Libraries Association
TEXAS CHAPTER

Laura N. Gasaway
President

March 11, 1974

Texas Chapter Special Libraries Association

Statement

to the National Commission on Libraries and Information Science

The Texas Chapter enthusiastically supports the objectives, ideals and suggestions of its parent, the Special Libraries Association, advanced in its statement to NCLIS dated January 7, 1974. The Association statement together with the National Commission's draft proposal, "A New National Program of Library and Information Science," express very adequately and lucidly the ultimate goals of all dedicated librarians and the benefits to be derived from their accomplishment.

We particularly support and wish to reiterate the Special Libraries Association's exhortation to include business, industry and private libraries in the national program planning and development. Even a superficial study would show that many of these collections are not only unique but have been made available to public and academic libraries for many years. And, while we also agree that "a registry of their data and materials is needed,"(1) many of the "specials" are well known through their listings in the American Library Directory, Encyclopedia of Information Systems and Services, Subject Collections (Bowker) and New Special Libraries and Information Centers.

A number of states and regions have made dedicated attempts to maintain listings of special library holdings. One among these is the "Texas List" of serial publications which has come to be an extremely valuable, but expensive tool in Southwest libraries. The list, begun by industrial libraries in the Dallas area in the early 1950's, has grown to include all special libraries in the state and lists the science and technology, business and economics holdings in public and academic libraries. Because of increased expenses, the Texas List is now imperiled. If, as the Commission has stated (1), a registry of holdings is needed, no better foundation for funding and support could possibly be offered.

In addition to our endorsement of these national and regional objectives, the Texas Chapter also wishes to make a strong plea for greater emphasis on the social aspects of an improved and expanded information service structure. Dr. Edwin B. Parker, in his report to the Commission in March, 1973, title "Information and Society," addresses this subject with great insight.

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(1) Annual Report 1972-1973 - National Commission on Libraries and Information Science

Dr. Parker poses a basic question--"Who needs information services most?" Becker's data(2) indicates that the least well educated can most benefit from increased information. Providing service for this segment of society will require a shift in kinds of media and services now offered through the public libraries. More emphasis on audio and video media with a consequent relative decline of emphasis on print may be called for. This further implies somewhat radical changes in traditional reference service and educational programs. The cost of providing these new media programs would be prohibitive for individual libraries but could be provided on a cooperative basis for a region, a state or even nationally.

It seems probable that a major portion of the population could not take advantage of the opportunities offered by a necessarily sophisticated national system. Unless a national program can materially assist and encourage local libraries to accept the responsibility of attempting to satisfy the information needs of the undereducated, the handicapped, the elderly and others whose access to libraries has been limited for economic, social or cultural reasons, there is serious doubt that the community will bear the cost of development of national networks to perpetuate current practices.

Dr. Parker suggested that the "continuing 'book image' of libraries has perhaps prevented many potential patrons from viewing libraries as a community resource for information, education and entertainment in all media." He proposed a nationwide program of expanding library service via audio and video disks or cassettes designed to make libraries a major source of information for all of the public, not just the book reading minority. The proposal is excellent and has the endorsement of the Texas Chapter, SLA. His suggestions are deemed excellent for two principal reasons: (1) the services described can be initiated and expanded at the lowest level with gradual but increasingly effective expansion to a national network scheme; and, (2) the merits and benefits of such a "grass-roots" program are more likely to be obvious to Congressmen than a more sophisticated program of national proportions.

It should be the desire and purpose of the National Commission to propose adequate funding for expanded community services within established library systems. It must also encourage those systems to motivate the necessary changes in traditional services and attitudes to make proper use of funds provided. The Chapter suggests the National Commission not only propose funding for such a project but encourage its development from the ground up. Basic outlines for the establishment of the program in typical local facilities should be developed from the results of essential surveys of total community user needs.

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(2) Becker, G. S., HUMAN CAPITAL, New York: Columbia University Press, 1962.

The Fort Worth Art Museum
A Museum of Twentieth Century Art

February 28, 1974

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and Information Science
Suite 601
1717 K. Street, N.W.
Washington, D.C. 20036

Dear Mr. Burkhardt,

I received your letter of February 8th and was pleased by the National Commission's invitation to submit written testimony on library issues and its program. After reading the annual report and the article in LIBRARY JOURNAL (February 15, 1974), and consulting with the librarians in my neighbor museums (Ilse Rothrock of the Kimbell Art Museum and Nancy Wynne of the Amon Carter Museum of Western Art), I found myself at a loss for anything particularly new to add to what had already been stated. I had hoped we would be able to do a joint statement representing the ideas of all three of us, but I was disappointed to discover that Ilse and Nancy felt that the National Commission's work was applicable to me only since my museum is a public one and not to them since theirs are private institutions. Consequently, I did not list them as potential testifiers on your form and could not get any suggestions of areas of concern from them.

Therefore, I will address my remarks to two areas of personal concern for me--education for librarianship and the small library's need for technical processing help which new technology and a national network might satisfy.

Library Education

I strongly endorse the opinion that library schools must be more selective in accepting candidates. One of the ways that that can be accomplished is to accept students with special skills and/or aptitudes before those of general acceptability. My personal experience anticipated later conversations with deans of other library schools which indicated that many, if not most, library schools still feel that a bachelor's degree in liberal arts is the best background for a prospective graduate student in library science, and hence, a prospective librarian. I will cite three examples from the 1970-71 class at North Texas State University. I have a Bachelor of Fine Arts degree in Costume Design for the Theatre from the University of Texas at Austin. Although there is no such thing as a minor in the Fine Arts School there, I took what would be the equivalent of a minor in Art History. I wanted to become a Fine Arts librarian, with obvious special interests in theatre and art. I became an art museum librarian, although it was questionable for awhile as to whether or not I would be allowed to take graduate level art history courses at NTSU for my minor on my LS degree. At any rate, I was forced to take twenty-four hours of liberal arts before I could be accepted into graduate school to pursue a MLS. A fellow student had undergraduate and graduate degrees in both piano and musicology. There can be no better background short of a PhD for a music

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librarian. He had to take twelve hours of liberal arts before he could be accepted. These prerequisites were required of us strictly because our degrees read this or that of "Fine Arts" instead of plain "Arts" or "Liberal Arts." On the other hand someone else was told that she ought to have to take several liberal arts hours because she had too high a concentration in business courses, but since her degree read Bachelor of Arts rather than of Business Administration, she couldn't be forced to do so.

The most recent discussion I've had on this topic was with a library school administrator who participated at a panel held at the Special Libraries Association conterence last June. He cited the usual defence and excuse for the general acceptability notion--that a general background is best because most library school students don't have any idea of what kind of library work they want to go into. That certainly was not the situation with the three of us mentioned above, nor with many of my other fellow students who knew exactly what kind of library job they wanted to prepare for, from administration to serials to cataloging to reference to law to children's work, etc. We very definitely wanted to work in library jobs dealing with our areas of expertise and interest if at all possible upon graduation although we all were willing to accept many other types of library jobs if specialized ones were not available. Perhaps the National Commission needs to investigate this problem, or help the library schools and American Library Association's accreditation committee do a survey to substantiate or disprove this so-called fact.

I also agree with the forces inclined toward a two-year master's program. It should include the basics, but be designed with maximum flexibility to allow credit for previously acquired expertise and time to devote to increasing abilities in areas of specialization. Such specialization could include higher level training in traditional studies such as cataloging, acquisitions, reference, serials, administration, etc., or in subject areas such as art history, law, medicine, chemistry, engineering, etc., or service areas such as service to the aged, minorities, children, mentally retarded, blind, etc., or in computer and other applications of technology to library problems, etc., etc., etc. The possibilities are unlimited if schools will use the ingenuity to help students draw the correlations necessary by helping them design projects and individual study courses relevant to their interests and needs.

The two-year program should also allow time for an internship for those who have never worked in libraries. It should be waved for those who have, allowing them to finish earlier or to devote more time to areas of specialization. Expansion of the program also should include more opportunities for continuing education for practicing professionals, preferably off-campus and in local libraries to provide a more equitable geographical distribution of educational opportunity and a more exciting place to learn than the traditional college classroom. Indeed students would benefit if many courses in the regular MLS program were taught in such a manner. For example, there is no substitute for teaching a course in law librarianship in a working law library. The immediacy of instantly available tools and materials and equipment to make comparisons, examples and answer questions is invaluable and impossible in the ordinary classroom situation. Concurrently, library schools should draw on the knowledge of practicing librarians to teach such (and many other) kinds of courses, instead of assigning them to already over-burdened and probably not qualified resident faculty. We have already discussed the possibility of teaching an art librarianship course here in Fort Worth, sharing the load between our three art museums and we three art librarians. We feel that conducting such a course would be a legitimate professional activity.

In the interim between now and a time in the future when university administrators can be convinced to commit the money to such innovations, for more individualized attention to fewer students of higher quality, the National Commission should be encouraged, again in partnership with the ALA accreditation committee to publish an in depth comparative study of all accredited and perhaps non-accredited library schools to be used by prospective library school students and their counselors. Such a publication should not only be honest about job possibilities and the lack of them upon graduation but also completely compare graduate programs. I was a student at NTSU when ALA met in Dallas. That was the first year of the "Students to ALA" program, and since the meeting was close to home, and many more students from all over the country were there, I was able, for the first time, to learn of the incredible variety in library school programs. Since then I have compared experiences with many colleagues and we've repeatedly remarked on the massive differences in our library science backgrounds. How ALA can accredit such widely disparate courses of study is hard to understand. Some schools are highly theoretical, others overly practical with accents on the busy work. The so-called basics vary. Some schools require no administration courses, others at least two, some no courses in non-print media or in selection, others in both but geared toward public school librarians, some only a theoretical course in cataloging but as many as five courses in bibliography, etc. The differences could be endlessly listed, and it's not adequate or reasonable for the student and counselor to have to go through every library school catalog, one by one. Besides, the catalogs are selling the school. They don't tell just how often this great course in such and such is offered, or that it hasn't been taught in five years because the person who used to teach it retired or whatever. A well-researched study would tell students what school to go to for one kind of program, and which one to try to enter for another kind, honestly describing courses (if not evaluating them and the faculty who teach them). Perhaps such a study could lead to more cooperation between geographically close library schools and to the development of new schools in universities where there are none. In our area, this problem is particularly evident. We desparately need library schools in Houston, far South Texas, far West Texas and New Mexico.

In summary, library education seems to need a complete overhaul, keeping the good parts and replacing the bad ones. It's been talked and written about and endlessly surveyed and still nothing is substantially different from ten years ago. Please enter, National Commission, from ~~off left off right~~ better make it center-back stage!

Technical Processing

My second concern is that the Library of Congress truly become a national library. As such it would need to hire more subject specialist catalogers and catalog everything. At present there are only three catalogers to handle the massive amounts of art materials now being published both here and abroad, and one of those only deals with art materials on a part-time basis. One of the most exasperating aspects of current LC operations is their new policy of returning card order slips if they've held them for ninety days and still have not printed cards. It is extremely aggravating to count on cards from LC because the book has been assigned a card number and three months later discover that the assignation of the number is no guarantee of ever getting the cards. I have been assured that this is the case in all subject fields and that there is no discrimination against art materials, but sometimes I wonder. Scientists certainly would never put up with having to wait so long. There's something dreadfully wrong if LC is so short-staffed (short-computered?) that it can't do its job or if certain subject areas are deemed less worthy of attention than others. Such policies work a particular hardship on small libraries like my own with small staffs. We don't have the money to purchase all the resources that a large library with a large cataloging department can or to subscribe to MARC or anything comparable. We are absolutely dependent on ordering cards from LC in order to get anything accomplished.

An ideal situation for many of us would be regional cataloging and acquisition centers cross-country, with all the latest technology available to them, to process books. Right here in Tarrant County, the Fort Worth Public Library used to catalog and acquire all books for all the small public libraries in the county. It was done on the usual combination of federal funds and contractual arrangement with FWPL. The program was a good one. Librarians in smaller communities were relieved of the burden of technical processes except in the area of circulation and were thus able to devote more time to service matters. But then the federal funds ran out, and none of the small libraries could afford the whole amount, and FWPL certainly couldn't afford to provide the service for free. The result was obvious. Some cataloging jobs were frozen as staff members left or retired. FWPL was no longer able to have as fully-equipped a cataloging department as it used to, and the smaller cities' library service really suffered.

My own personal financial situation is structured in such a way that I won't be able to hire any assistance anytime in the foreseeable future. But I could order books through a regional center, having the cost of the cataloging and acquisition process tacked onto the price of the book. I have considered subscribing to one of the many commercial cataloging and acquisition services, but have discovered upon analysis that they simply don't have the subject expertise to deal with the materials that I purchase for my library. Most of them use Dewey and handle trade publications exclusively, and I use LC and most of what I buy comes through sources other than the conventional trade. A regional center under the arm of LC could have all the technological ability to handle 90% of what I acquire and catalog, thus relieving me of a tremendous burden and allowing me to devote more time to the intricate task of trying to build the Fort Worth Art Museum Library in the right way. It'd even be a great savings to me to acquire the very unusual items myself and mail them to the center for processing. In the annual report it is stated that the computer is saving money for many members of consortium projects in the area of technical processes (and how I wish there were a consortium here in the Southwest that our library could belong to), but that it hasn't achieved its potential as an information giver yet. While I'm not opposed to a massive nation-wide network for information dispersal, I would suggest that that aspect of the wonders of technology should come after we have harnessed the machine to handle the more mundane tasks necessary to running a library. If it can be taught to do that, it can be taught to do anything!

As I originally said at the beginning of these comments, there's probably nothing new here that you haven't heard before. Hopefully I've served a purpose by adding to the growing number of people concerned with the two issues I've touched on. Thank you for your time and the opportunity to have some input into your considerations. I certainly hope that substantive action will result from your hard work.

Sincerely,

Lo Parr

Lo Parr, Librarian

NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

Written Testimony

24 April 1974

San Antonio, Texas

TESTIMONY PRESENTED BY THE ART LIBRARIES SOCIETY/TEXAS CHAPTER

TO THE NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

SAN ANTONIO, TEXAS

We, the members of the Texas Chapter of Art Libraries Society/North America heartily endorse the comments which Dr. Wolfgang Freitag,[1] Librarian of the Fine Arts Library of Harvard University, has already presented to the National Commission on Libraries and Information Science. However, some problems of art libraries in our Southwestern part of the country differ greatly from those of other areas.

Our problems are not so much costly duplication and competition as lack of holdings in art materials. There is NO major library for art in the area. Holdings are scattered among libraries of vastly differing political and economic bases--including public libraries, public and private colleges and universities and public and private museums. We MUST coordinate and cooperate in order to serve our clienteles even adequately much less well. One very desirable project leading to better service would be an inventory of holdings of all art materials in whatever form. ARLIS/Texas began compiling in September, 1973, a union list of art periodicals in Texas. Done without the aid of a computer, the periodical lists for the Houston and the Dallas-Fort Worth areas are nearing completion, and the number of titles not held by any art library is appalling. Such scarcities are obviously not a problem in the art powerhouse libraries of the Northeast.

With projects like this one, ARLIS/Texas is beginning to make progress toward the cooperation that all its members see as vital, but we do not have the power, politically or economically, to do the best job possible. Art is, unfortunately, a low priority item. The art library in whatever institution but expecially in public and academic situations often has the lowest budget, both for materials and staff.

Helping to change attitudes toward the need for art information, is one of our jobs and perhaps not that of the National Commission, but art libraries must not be passed over in the National Commission's plans. The fact that according to its annual report none of the members of the National Commission deal directly with art materials is not lost to ARLIS/Texas.

We are all too aware that we have no strong framework in which to coordinate art information resources. ARLIS/Texas, a group of individuals interested in art librarianship, cannot afford the sophisticated systems necessary to truly analyze our collections for their strengths and weaknesses on either a Texas-wide or a Southwest region-wide scale. Our progress toward cooperation must therefore be slow and piecemeal and is further complicated by the vast distances between our art libraries.

What we need is basic to what all libraries need from the Commission. We need regional representation on a permanent basis. The National Commission should develop into a network of regional offices with adequate professional staffs to represent the information needs of that region to H.E.W. or whatever parent organization or independent national office in Washington, D.C. would be applicable. It is important that the needs of art information users and libraries be represented at such a regional level if not by a permanent staff specialist at least via strong channels of communication with regional ARLIS chapters and/or consultation with professionals who provide art information to those who need it.

In summary, ARLIS/Texas submits that there will be no substantive progress toward making "information equally available to all"[2] unless regional problems and ideas are listened to on a permanent basis--unless the "top-level agency in the Federal Government...designated or created to develop, guide and lead the nation's effort to coordinate its library and information services"[3] has permanent input from the various regions via active regional offices with their fingers to the pulse of their areas. If that kind of permanent line of communication is established, you can be assured that those of us representing art libraries and their users will not be shy about coming forward with our specific problems and needs.

Thank you,

ARLIS/Texas
April 24, 1974

Prepared by:
Shelby Miller, Chairman
Art Library, Rice University, Houston

Jim Calloway, Vice-Chairman/Chairman-Elect
Bishop College, Dallas, Assistant Librarian

Lo Parr, Librarian
Fort Worth Art Museum

Bette O'Dell, Assistant to the Librarian, Art Library
Rice University, Houston

Presented by:
Frances Smith, Fine Arts Librarian
San Antonio Public Library

1. Wolfgang M. Freitag, "Criteria for Designation of Proposed National and Regional Resource Centers" (presented before the National Commission on Libraries and Information Science, Washington D.C., August 1, 1973).

2. National Commission on Libraries and Information Science. Annual Report to the President and the Congress 1972-73, January 31, 1974. (Washington, D.C.: U.S. Government Printing Office, 1974), p.1.

3. Ibid., p.3.

STATEMENT BY SENATOR HENRY BELLMON, OKLAHOMA

For the National Commission on Libraries and
Information Science
March 15, 1974

Providing information to more people more efficiently and at the smallest cost possible is certainly a worthwhile goal of any library system. To cope with the increasingly rapid pace of life, means must be found to provide ready access to information for all our citizens. In reviewing the proposed program of the National Commission on Libraries and Information Science, it is encouraging to see that efforts are to be made to make our libraries more effective through a national network of improved communication, bibliographic services, and reduction of duplication.

While searching for methods to result in better yields for the taxpayers' dollars, I think it is important to remember that the basic unit of any library system is still the local library. Oklahoma is an example of a state where adequate library services are currently in the process of being developed. What has been accomplished has been successful, but the job is only half done.

For this reason, I would urge that the present program of federal aid for public school and college libraries be continued. It is my feeling that any proposed top-level federal agency should not be at the expense of, but in addition to, present funding for local facilities.

Federal funds have been used very effectively in Oklahoma to stimulate the organization of local libraries on a multi-county basis. Under the Library Services and Construction Act, federal funds are used as "seed money" to support the organization for one to two years. After this interim period, the library continues as a locally-supported institution. In 1960, Tulsa and McClain counties became the first to vote this local tax. The result has been the organization of 29 counties into public library systems supported by a stable, ongoing local library tax. These serve slightly more than one half of the people in Oklahoma. The last county without any such a library system was Harmon County, until the Southern Prairie Library System was organized last year.

In addition, the Elementary and Secondary Education Act (Title II) money provides a big boost for the purchase of books and supplies for school libraries.

Figures show that the federal dollar is being used to stimulate expenditures of local and state money. During 1973, Oklahoma received $488,879 in federal money for local and city-county libraries. During the same time, $5,280,295 in state money was spent, and $4,631,146 in local taxes was raised.

Despite these gains, almost one half of the population in Oklahoma is still without immediate access to public library services. Local libraries are the only access to national networks. If local outlets do not exist or are not capable of tapping the network efficiently, the proposed national network will exist to serve only an elite few. Thus, I would urge further clarification of the program to ensure that federal aid to stimulate local support be continued while at the same time new services at the federal level are begun.

RICHARD J. BIGDA & ASSOCIATES

918 747-4437
6732 SO. COLUMBIA AVE.
TULSA, OKLAHOMA 74136

March 14, 1974

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries
and Information Science
Suite 601
1717 K Street N.W.
Washington, D. C. 20036

Dear Mr. Burkhardt:

Thank you for the invitation to attend the April 24th meeting of the National Commission on Libraries and Information Science; unfortunately we will be unable to attend. Our comments on the issues before the Commission are as follows:

1. The availability of more technical data would be very helpful, particularly an improved method of obtaining access to information in other libraries. The use of computer or Data Banks with terminal devices in local libraries to find out what is available and obtain print-outs of short articles would be a possible improvement.

2. No.

3. The Tulsa Central Library has an excellent technical staff and are very helpful with materials available at the local level. The inter-library loan, on the occasions we have used it, is usually too slow unless the necessary material is available at Oklahoma State University. For many articles we have had to wait two or three weeks. A service that could provide good technical information in one to three days would be very valuable. We would be willing to pay a reasonable fee for such a service.

4. At present most tapes and films are not designed for research work and we have not utilized them to any extent. The idea tele-communication sounds great.

5. Citizens that need special services should pay for them.

6. The Federal System should provide data and services that local libraries cannot provide. The Federal System should not set standards.

I hope these comments will be of some value.

Very truly yours,

Richard J. Bigda

Richard J. Bigda

RJB:at

THE STATE LAW LIBRARY
SUPREME COURT BUILDING
P. O. BOX 12367, CAPITOL STATION
AUSTIN, TEXAS 78711

MARIAN BONER
DIRECTOR

February 26, 1974

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and Information Science
1717 K Street, Suite 601
Washington, D.C. 20036

Dear Sir:

Thank you for the opportunity to present written testimony for your Southwest regional hearing. My views can be stated quite briefly.

I believe that the largest and most all-inclusive problem is that of avoiding duplication of rarely-used, expensive materials for all large research libraries, at the expense of providing enough duplication of greatly=needed resources at the more mundane level of public and undergraduate institutions.

My own experience has been only in the special field of law libraries. Here I have seen large and small law school libraries ransacking foreign bookstores, besieging foreign dealers, spending recklessly, to acquire complete runs of periodicals in a language that not one in five hundred students can read (and fewer still want to do so). Meanwhile, the remainder of the student body almost come to blows over the few copies of books that they need -- desperately, they say. Probably the same situation exists in other disciplines.

I am not decrying the need or the desire to make available these rare sources. What I do lament is the feeling that every library must have all of them, in order to maintain a graduate program or a professional research program of any prestige. There is a crying need for one, or perhaps a few, central resource regions where such items can be supplied to all, either by loan or copies. Transmission by telecopy offers great possibilities as a substitute for having the book on the shelf. Surely the library profession can devise a system that will free individual libraries from the budgetary strain of providing complete collections for small regions.

Sincerely yours,

Marian Boner

Marian Boner
Director

I am Rev. Joseph Browne, C.S.C., Director of the School of Library Science of Our Lady of the Lake College in San Antonio, and immediate past President of the Catholic Library Association. I have just recently arrived in Texas and so am not completely familiar with the library needs of our state; but there are several areas of concern which I should like to share with members of the Commission.

The original Library Services Act of 1956 was intended to provide library service especially for rural areas. You will remember that a state was required to develop specific plans before it could share in the federal funding authorized by that Act. The assumption was that states would provide funds to continue improvement once the great benefits of good library service had been demonstrated. It was also felt that the public would make more and better use of library facilities once people became aware of their value. The original Library Services Act was supposed to expire after five years. Since neither of these objectives had been attained by 1961, the life of the Act was extended and then further developed into the Library Services and Construction Act. I submit that these objectives have not yet been achieved.

Let us look first at the usage made of public libraries. Though there has been some increase in circulation statistics and borrower registrations, there surely has not been enough growth to justify great LSCA expenditures. A number of reasons might be cited for this: the development of library service in the elementary and secondary schools; the inroads of television on recreation time; the presence of paperback book racks in almost every supermarket and drugstore. But I suggest that a major reason that libraries are not used as they should be is that people just do not know what good and effective library service can mean to them. Today's adults in most instances were not exposed to effective library service in elementary schools. People do not have the library habit. They are satisfied with mediocrity because they know nothing better. Perhaps we must take the Madison Avenue approach and launch a massive nationwide advertising campaign to extol the values of library use. It seems to me that there is little value in expanding the growth of libraries if they are not going to be used. And we must develop as much as possible the library programs in elementary and secondary schools, for it is here that the "library habit" is formed. Yet in these days of tight budgets, it is all too frequently the library which is reduced or even eliminated as a "non-productive" area. Through advertising, then, and through early training in library usage and skills, we must attempt to create a greater library orientation among our citizens so that adequate library service will be meaningful and useful to everyone. Whatever the Commission can do to assist in this effort will be most valuable.

My second concern is with the abysmal level of public support for libraries, especially here in the South. A recent study by Joseph Schubert, of the Ohio State Library, indicates that Texas provides less than $.005 per capita from state funds for public libraries, and an examination of the public library support figures in the latest Bowker Annual shows that Texas ranks 42nd among the states in per-capita support from all sources. The states of Alabama Mississippi, Oklahoma, Arkansas and Texas are all among the ten states with the lowest per-capita overall support for public library operation. The original Library Services Act did attempt to stimulate local funding through its matching provisions, but this stimulus is not possible under the revenue-sharing concept of the present administration. It seems to me that some method of encouraging local and state funding for library construction and maintenance is extremely important. The Commission should continue to seek ways of improving the situation.

A final concern which I would mention is in the area of education for librarianship. The latest annual report of the Commission suggests that there are already too many professional librarians for the jobs available. The American Library Association, ten years ago, spoke of 100,000 unfilled library positions. Surely not all of those jobs have been taken. What has happened is that funding for such positions has been eliminated. If library standards for elementary and secondary schools and for public and academic libraries were met, there would be more than enough jobs available for graduates, not only of accredited library schools, but also of schools such as my own. If the Commission is able to achieve anything with regard to increasing library use and library funding, then perhaps libraries will be able to afford the service demanded by the high standards adopted by the American Library Association and there will be positions available for all our professional library graduates.

I should also mention the study of library manpower presently being conducted by the Bureau of Labor Statistics. Preliminary data seem to indicate that a considerable number of professional librarians will soon reach retirement age. It would be short-sighted, I think, to contemplate any reduction in the number of new entrants into the profession. I would even suggest that we need more, rather than fewer, library schools, and that weaker programs need to be strengthened and supported.

I thank the Commission for the opportunity to present this statement and applaud your work in seeking to make improved library service available to every citizen.

LOUISIANA STATE LIBRARY
POST OFFICE BOX 131
BATON ROUGE, LOUISIANA 70821

SALLIE FARRELL
STATE LIBRARIAN

March 13, 1974

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and Information Science
1717 K Street, N.W., Suite 601
Washington, D.C. 20036

Dear Mr. Burkhardt:

Thank you for the opportunity to submit written testimony to the National Commission on Libraries and Information Science to become a part of the official hearing record.

Since I work as a consultant to institutional libraries, naturally my testimony will deal with these library and information needs.

In a twelve-month period eight libraries in Louisiana serving adult inmates, mentally ill patients and mentally retarded residents circulated 74,386 library materials. Considering the total population of these eight institutions is less than 7,000, the number of items circulated is astounding. Prior to 1968, when the first of these libraries was established, what did these persons do with the time they now use to browse the shelves, read current periodicals, play games, listen to music, view films or participate in some other library-related activity? Are these perhaps the individuals who got into fights or caused trouble? Or, are these the patients who regressed rather than progressed? Can these be the retarded youngsters who seemed to dread the day's beginning because of the unending monotony ahead?

Let us hope we will never have to find out, because the effectiveness of libraries within institutions has been proven. With the help of dedicated, understanding trained library personnel, along with the cooperation of progressive minded institutional administrators, libraries will continue to make valuable contributions to the institutions they serve.

Libraries have appeared and disappeared in institutions much like the new moon. With a change of administrators, a new civic organization in the community, or a new president in a book review club, the pattern seems to be a burst of activity and a new inmate, patient or resident library is begun. Book and magazine drives are held and people are urged to clean out their attics, garages and storerooms for a worthy cause. The resultant library is usually a hodge-podge collection of old, yellow-paged, mildewed materials, true enough, containing some excellent reading material, but so unappealing to make the most avid reader change his mind. These are locked in a small room and a resident is asked to open the doors one day a week. I, perhaps, am being somewhat unrealistic. I am sure some institutions have had a library program begin like this and with perseverance seen the program grow and expand services. However, research will show such instances are rare indeed.

The needed boost to institutional library programs or as Miss Margaret Hannigan, Coordinator, Library Services to Institutions and the Handicapped, called it "seed money", came about in 1967 when Federal funds were made available for the establishment or improvement of library service in state supported institutions under the Library Services and Construction Act.

Even though states may recognize their responsibilities to serve all the needs of the institutionalized, library and informational needs are far down on the list of priorities. Understandably, with limited state money, food, shelter and clothing must come first. Ancillary programs always take second place to the basic necessities of life. However, there should be no reason why libraries cannot be at the top of the ancillary programs once they have been established and demonstrated their effectiveness. Being "number one" can be achieved by maintaining a strong, supportive library, anticipating the library needs of the institution and fulfilling these needs. This can be accomplished, but here again, only with dedicated library personnel ready to discard the security of sitting behind a desk. This calls for a librarian willing to sit through endless staff or ward meetings, attend seminars, conventions, workshops, etc., a person ready to be totally committed to his job. Only then, will he become increasingly aware of how the library can do a better job.

Even though state institutions are the states' responsibility, it still took Federal dollars to tilt the scale enough to shake loose state in-kind or matching contributions for libraries. At least, this seems to be true in the case of Louisiana.

After an initial survey of our state institutions to determine which had the greatest library needs, the Louisiana State Library proceeded with the development of two-year pilot library projects. With the cooperation of the State agency and local institution, the State Library enters into a contract to provide the materials, furniture and equipment necessary to establish a library. We also provide interlibrary loan, films, recordings and complete processing services along with a library consultant for institutional libraries. The institution provides the staff, space and any renovations necessary. The institution agrees to assume all financial and administrative responsibility at the end of the two-year project. With the aim of establishing a well-rounded library and all the services and programs this entails, we are pleased to report all of our former pilot libraries still have their doors open for service. I think this shows the impact good library service has had on these institutions.

The impact of library service to the individuals in these institutions can never be accurately measured. Only when you have served them directly, face to face, as I have done while librarian in a large mental hospital, can one truly experience the joy, gratefulness, almost prayer-like reverence displayed by a patron you have been able to assist. To have an elderly lady say, "This library keeps me going and gives me a worthwhile way to pass the time", makes one realize how important this service is to them. To learn a film caused a verbal response in a patient who had not spoken in months causes one to ponder what would have happened to him if the library had not been there to supply that film.

It doesn't take long to see something is happening when, from the patients' limited resources, they present you with a flower, a crudely formed ceramic figure, a handwritten poem which makes sense only to the disturbed mind who conceived it, or, in most cases just a smile along with a sincere sounding "Thanks".

Library and information needs are present - the popularity of our eight pilot libraries prove this. The response by the mentally ill has been fantastic. This I know first hand. By visiting and reading the monthly reports of libraries serving corrections and the mentally handicapped in our state, I can vouch for the residents' positive reaction to library service. This need has always existed but it has taken us a long time to do anything about it. We cannot afford to stop now even though so many of these institutional library programs seem to rely on Federal funds and these funds may be no more.

Adequate and recurring funding for the library should be a part of every institution's state budget. Only this way can the necessary planning be done for developing a well-rounded, innovative program. Patrons of institutional libraries are like any other, they will stop coming unless new and interesting materials are kept flowing into the collection. Once a collection stagnates, the readers will find other places to go and other things to do.

Personnel for institutional programs should be mentioned. All too often, the idea of working in a closed society such as a prison or mental hospital frightens librarians from even considering a job in such a place. Fear and apprehension of the unknown is a natural reaction. This can be combatted by proper education in library schools. Slowly, it seems, library schools are beginning to recognize and educate prospective librarians for institutional positions. More such emphasis will help provide trained, dedicated personnel to fill these important positions.

Library service to state institutions is primarily my first concern, but unfortunately, I have discovered that library service to local institutions is all too frequently not available. Jails, nursing homes, private institutions, hospitals, and half-way houses are populated by individuals entitled to library service and with the same informational needs as the general public. In some instances their needs may be greater because of their particular circumstances.

"Out-Reach" programs for public libraries have been growing in number the last few years. Such programs should reach "in" the local institutions and serve the people there. Even though Mrs. John Q. Public is a resident in a nursing home, there is no reason to assume she has stopped reading; this is all the more reason she should keep mentally alert and familiar with what is going on around her.

Similar situations can be imagined for the other local institutions mentioned with an equally pertinent reason stated for the need of library service. However, I believe most of the reasons are readily apparent.

The important issue is that library service be started and maintained. This statement applies to both state and local institutions.

All too often in the past we have been guilty of giving "lip-service" to programs and never following through on getting them started. Even today, only a handful of institutions are being given quality library service. I think it's time we face up to our responsibility of serving all people no matter if some are confined to an institution. Yes, it will take funds. Yes, it will take personnel. Yes, it will take time. But, the institutionalized are people, too. This is a fact often forgotten. Perhaps some day you will have the pleasure of hearing a statement from a mentally disturbed adolescent which I think expresses the sentiments of residents in other institutions. He told a staff member his favorite time of day was "library".

Sincerely,

Ben Brady

Ben Brady
Library Consultant

BB:bs

THE UNIVERSITY OF TEXAS AT AUSTIN
THE LIBRARY
AUSTIN, TEXAS 78712
Music Library
Battle Hall 200
12 March 1974

National Commission on Libraries
and Information Science
1717 K Street, N.W.
Suite 601
Washington, D.C. 20036

Gentlemen:

Few library planners would disagree with the view that the future of library operations will be intrinsically linked to computer utilization. On the other hand, little active effort has been exhibited toward optimization of computer hardware and software for library operations by the manufacturers and suppliers involved, and, by and large, librarians have been satisfied to attempt to tailor their operations to the Procrustian bed provided by the data processing trade. The costs in terms of machine inefficiency is great but the cost to the totality of library service due to the number of libraries unable to take any advantage of automation is even greater.

Digital computers commonly employed in library operations are generally the same computers which serve the mathetician, the scientist, and the institutional business office. They are characterized by large central processors wOich are optimized for high-speed arithmetic operations, relatively small data stores which are moved into and out of operational memory with the programs to which they are related, and a limited number of channels over which information can be transmitted. In addition, they provide limited character sets (upper case with no diacriticals), expect fixed field length data, and require data entry to conform to machine-dependent formats. Finally, the execution scheduling algorithms are ordinarily such that jobs with short execution times and small memory requirements are given preference over those rewuiring more of the computer's resources.

Were a computer to be designed especially for library processing, it would in all probability have these characteristics:

(1) facilities for data manipulation and input/output operations would be maximized, probably at the expence of speed in arithmetic operations;

(2) most of the data on which the various programs would operate would remain core- or disk-resident throughout the operating day, necessitating large core and disk storage capacity;

(3) there would be numerous internal channels over which data and machine instructions could be propagated;

(4) the character set would be extended to include lower case letters and diacritical marks;
(5) variable-length data strings would be accomodated without penalities in storage space or execution time;
(6) the system would be capable of accepting as input both 7- and 9-track tapes in several record formats and with various labeling conventions;
(7) execution scheduling would be handled on a first-in/first-out basis since program data would always be core-resident;
(8) access to the same files by multiple users would be permitted (with appropriate safeguards, of course, to protect the integrity of the data base).

Because it is not economically feasible for a manufacturer to build from the ground up a computer to the specifications of an individual library and because libraries are too organizationally fragmented to present a uniform set of machine requirements on such a scale as to attract the interest of the manufacturers, there seems little prospect of the development of a computer that will be truly suited to library needs unless a program of national scope is instituted to accomplish such a purpose. It is my hope, and I feel certain that it is the hope of many of my profession, that the National Commission on Libraries and Information Science will establish an advisory group or charge an existent group to initiate investigation into this area.

TML TEXAS MUNICIPAL LEAGUE
1020 Southwest Tower Austin, Texas 78701 (512) 478-6601

March 25, 1974

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and Information
Science
Suite 601, 1717 K Street, N.W.
Washington, D. C. 20036

Dear Mr. Burkhardt:

The Texas Municipal League strongly urges actions that will place a very high priority upon librarians limiting their activities primarily to making library materials available for public use. Librarians are not social workers, nor are they teachers--they are, however, professionals in their own field, and a very valid need exists for this kind of service. To dilute the effectiveness of the librarian is, in our estimation, exceedingly unfortunate, for the librarians can fully and completely justify their existence in every way. We feel the librarian needs to work with virtually all facets of the community, but the librarian should not attempt to take over or to take the place of those agencies that are already organized to serve the community in the fields of education and social work, including service to the senior citizen.

The Texas Municipal League is in the unique position of being able to view with some objectivity the role of various municipal agencies and it is our belief that a clearly defined function is essential to a well-run department of any city. Our general proposal would simplify the operation of libraries and would tend to clearly define goals and objectives in a meaningful way to the entire citizenry. It will, in our estimation, strengthen the library and the entire community while at the same time holding to a minimum duplication of effort.

As to the six specific areas described in your letter and attachment, we offer the following:

1. Concerning information needs, we certainly agree that the libraries' clientele has become diversified and is becoming more so every day. The problem this development places on a materials budget or, indeed, on the total budget is obvious: everyone wants money spent on developing collections to meet their special needs or wants, but a budget can only be stretched so far.

2. In Texas, there are few adequacies and many deficiencies in libraries. There are many of our citizens with no library service

at all and others with very limited service. We favor some type of enforceable State standards for public libraries in Texas, for this is probably the only way we will be able to achieve adequacy in our public libraries.

3. Funding is a problem of all libraries. Referring back to standards, this problem could be alleviated somewhat by a standard for per capita expenditures in public libraries. As for federal funding, the abundance of monies in the sixties and early seventies will definitely be missed. In most instances, funds were not used on extras but on necessities.

4. In a consideration of new technology, it is not a question of whether libraries want to utilize the computer in information storage and retrieval but rather where does the funding come from. Also, in most municipalities, the library is given low priority behind police, fire, etc., as it should be. Therefore, libraries must wait their turns.

5. There is a need for good librarians and there should be set standards for a library school education. Rather than library schools turning out librarians that can be placed in any type library, there should be more specialized educational programs for specific types of libraries.

6. We simply must have library cooperation. There has been in the past too much duplication of materials and effort. Cooperative efforts should be operated not only in the area of shared collections, but also in the areas of acquisitions and cataloging.

I trust our comments will be of some interest to you, Mr. Burkhardt.

Sincerely,

Dick Brown

Richard D. Brown
Executive Director

RDB/jp

SAM HOUSTON STATE UNIVERSITY
LIBRARY SCIENCE DEPARTMENT
BOX 2236
Huntsville, Texas 77340

LIBRARY AND INFORMATION SERVICES IN TEXAS

SCHOOLS:

The Southwest has been late in establishing centralized libraries in junior high and elementary schools. This has continued to multiply the need for school librarians. The current trend for media centers in open concept schools in both secondary and elementary schools has created a need for more than one librarian per school as has the movement toward satellite media centers.

This gradually developing superior educational program is directly attributable to the federal support provided in the past. School districts whose administrators were of the opinion that they could not afford library service now know they cannot afford to be without it. The impetus for establishing centralized libraries and media centers came from federal funding. Their worth has been proven and the wealthier school districts are eager to support the libraries which have become the hub of the educational program.

The poorer independent school districts are not financially able to support the quality educational library facilities and program that the wealthier school districts can afford. This situation results in unequal education in the state. The poorer school districts need federal financial assistance. The school librarian position is classified with nurses, counselors and other special service personnel in Texas. Therefore, many small schools must choose between having a nurse and having a librarian.

INSTITUTIONS:

Now that schools in the correctional institutions in Texas form an independent school district, librarians are being gradually employed to staff the libraries and more books and materials are being purchased. This does not alleviate the problem of the inmate not in school who needs the intellectual stimulation, the information, the respite and escape more than the rest of the population in the state. The rest of the population needs for them to have these advantages. Provision of reading materials and professional librarians to stimulate that reading is needed to thwart prisonization, combat anti-social influence of other prisoners, help with emotional problems, and impart information.

Librarians need to be trained to work in the special milieu of the correctional institution library. Florida, one state which has assumed full state responsibility for correctional institution libraries, cannot find librarians to staff the funded positions, SHSU requested federal funding to develop such a program because the director of the Library Science Department specialized in this field on her Ph.D. at the University of Wisconsin, Madison. However, it was not funded.

The hospitals in Texas, like the hospitals in other areas of the United States, do not have library facilities for patients and few have them for the medical staff. The majority of doctors in Texas are unaware of the extensive services offered by the National Library of Medicine. They have few ways of keeping up-to-date as they do not have access to medical materials or have a librarian to route materials of interest to them or to find information for them.

All recognize the importance of the mental and emotional state of the patient with regard to his physical condition. The part that reading can play in emotional health has been generally recognized, also. Those who have been ill in hospitals will attest to the lift received when someone has a cheery word for them. The librarian, were one provided, could provide both the needed attention and the reading materials. Few hospitals provide library facilities or librarians, although these could be provided for about one dollar per bed per week.

PUBLIC LIBRARIES:

The public libraries in Texas, with the exception of those in a few large cities, need both materials and professional staff. The federal funding of the past few years has provided impetus for much growth. While the public library situation is much improved, it has a long way to go. Public librarians tell me that the paper work involved with such funding has become so complicated that an inordinant amount of time must be spent in record keeping.

UNIVERSITY LIBRARIES:

The university library situation seems to be well in hand except that there appears to be a trend toward removing faculty status for librarians. Stress on library orientation, teaching bibliography in various subjects and generally being more patron and service oriented could possibly stem the tide.

Federal funding of the late 1960's has brightened the picture of librarianship considerably except in the area of hospital libraries. Medical school libraries have benefited and professional staff improved, but this is not the case for most hospital libraries.

Federal funding could do much to help the poorer school districts; help in providing facilities and librarians for inmates not in school, patients in hospitals, and doctors not connected with medical schools; and public libraries in poor and sparcely settled areas. Federal funding is needed by library schools to develop programs to train librarians to serve in correctional institutions and hospitals.

Respectfully submitted,

Lesta N Burt

Dr. Lesta N. Burt
Director

Elizabeth P. Callahan
917 So. Sarnoff Drive
Tucson, Ariz. 85710

I. Each community should be allowed to originate the programs for the library users or potential users in its area as local people would be more in touch with the needs of the people in the vicinity. Federal funds could be availavle for these programs.

II. Discriminating information through area councils, union newsletters and other organizational structures would be one way to reach non-library users. Mass media is also a tool to utilize, but more emphasis should be put on using network channels for public service announcements, not just using PBA or NET.

III. I rarely use the reference services of the public library, but can see the value of a communication system with an expert reference staff.

IV. Yes,we occasionally use non-book services, particularly those directed toward children such as records, arts and crafts, drama, puppet shows, story hour, etc. I hope these types of services and programs increase. I like the idea of having the library as a community meeting and resource center.

V. Definitely, all citizens should shoulder the cost of a library--users should not be discouraged by cost.

VI. Naturally, if the Federal government supplies funds it can require certain standards to be met. Generally, I feel the local library can and should be autonomous in as many ways as possible.

4901 Tenna Dr.
New Orleans, La 70127
March 3, 1974

Mr. Frederick H. Burkhardt
Nat'l Com. of Libraries and Information Science
Suite 601 - 1717 K Street, N.W.
Washington D.C. 20036

Dear Mr. Burkhardt

Thank you for asking me my opinions about my public library. I am happy to have this opportunity to praise it, and to make comments on the services before the commission.

I am a housewife and mother of 8 children.

As for my general opinion about library services, I can only think of praise. I fell in love with our big main library when as a pre-schooler I started looking at picture books while my mother worked on her college thesis. Later, when I was a senior at St. Joseph Academy, I was given a 6-week course in library science which was really like being given a key to a treasure chest. I developed facility in finding what I wanted, and learned of services like the Readers' Guide to Periodic Literature which many of my contemporaries still have never heard of.

I mention these things because they were responsible for my present interest in the library. As soon as my children were old enough to enjoy books, we began making regular trips to our shopping center on 'Bookmobile Day.' When our beautiful regional library was built, we were overjoyed to learn that it would have an auditorium. We organized a senior music club which met there monthly, and which eventually donated a piano to the library so that free public recitals could be held there. Our club and its activities would not have existed without the facilities furnished by the library, and the cooperation of its staff, but most of all, its non-discriminatory policy which made our events truly an offering to the public.

As for the questions you raised about:

1 PRIORITIES for service Generally speaking, specialized information for the ultimate good of all takes priority over the needs of the few, but every effort should be made to reach each taxpayer with at least some facilities.

2 IMPROVED services - community relations: Schools could help by urging every child to obtain a library card, by teaching fundamentals of library service, by field trips to the library, and by assigning more research work. These children will grow up to be adult library users.

3 DEFICIENCIES in services - None. Service is excellent. I am particularly grateful for service to beginner readers, and problem readers.

4 NON-BOOK services - Because of its shining example of offering sound recordings to all, such non-book services are bound to grow as they become better known.

5. PAYING FOR SERVICES - Since library services are offered without discrimination, they should be tax supported. However I think it only natural that groups like our music club should be happy to help supply books or equipment to further our particular interest.

6 FEDERAL Gov't role I think it is hard for local government to be as effective as the Federal government, to try - have seen only benefits of Federal aid.

I would like to close by listing what I like most about our public library:

The way in which it reflects the American ideals of equal opportunity for all, freedom of choice, high moral standards, means of self-improvement, useful information, efficiency, courtesy, wholesome pleasure, and trust.

May God bless the efforts of the commission and grant it success in its important undertakings.

Yours Truly,

Frances M. Crist

P.S. — I wish that your sight saver books could be more readily available to the elderly who live in institutions.

F.M.C.

KING RANCH, INC.
KINGSVILLE, TEXAS
78363

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TELEPHONE 592-6411
CABLE KINGRANCH

January 9, 1974

Mr. Jack Harmon, Director
Public Relations
Southwest Research Institute
P. O. Drawer 28510
San Antonio, Texas 78284

Dear Jack:

I am replying to your letter of the 7th and enclosing a list of the members of the board of the R. J. Kleberg Public Library. This is the local library that serves the needs of our county. We also have the Texas A & I University in town that, as a state supported facility, is available for use by the community. All of the people I have listed for you are on our local board and leaders in our community and are eigher in a variety of professions or housewives. I also suggest you add Mr. Paul Goode, Head Librarian at A & I; while a professional, I think he could make a contribution.

I have one suggestion that I would like to make concerning expanded use of public libraries in small communities; I think it applies to large urban areas also. I once read that, as odd as it may seem, 8 out of 10 people in the states have never flown on a commercial airliner. Airline opinion surveyors feel that 3 of the 8 have such inhibitions about flying that their is no way to get them on a plane. Of the other 5, it is felt that they do not use the airlines mainly because they just do not know how to buy a ticket, check in, and get to the plane. Once they have been through this procedure, they become more or less airline travelers.

I think practically the same thing applies to libraries. While as a layman, I am confident that the use of libraries is increasing each year, I think it is an indication that they are being used by those who know library procedure. I doubt that we are seeing a marked increase in per capita use within a community.

cont.........

Therefore, I suggest more emphasis be placed, by the proper information services, on teaching people to enter the library, go up to the desk and get their card issued and then find the type of book that interests them. So few potential library users appreciate the scope of practical helpful information, aside from the leisure entertainment reading material, that is available in a small library such as ours.

While I know that this is not specifically the information that you asked of me, I thought it might be a good time to make this point. I hope all of this is of some use to you.

Best regards,

John

John A. Cypher, Jr.

JAC:nls

Enclosure:

1622 Lawson Lane
Amarillo, Texas
February 28, 1974

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries
and Information Science
Suite 601
1717 K Street, N.W.
Washington, D.C. 20036

Dear Mr. Burkhardt:

In reply to your inquiry as to what I think of our Amarillo Library, it is excellent and its service is growing. We are about to build a new main library downtown and two branch libraries.

There is at least one service that needs to be improved and that is readier access to books not in our library but which presumably are available in other libraries in the Panhandle or in the State. I've been lucky a time or two getting such a book through our library from the library of West Texas State University in Canyon, 18 miles away. But as I understand it this is a hit or miss matter.

It would be helpful if our librarian had more specific information as to where books in various fields and categories can be located.

Sincerely yours,

Wayne Darrow

Wayne Darrow

THE UNIVERSITY OF ARIZONA
TUCSON, ARIZONA 85721

COLLEGE OF EDUCATION
GRADUATE LIBRARY SCHOOL

ROOM 439
(602) 884-3565

March 20, 1974

Mr. Fredrick H. Burkhardt
National Commission on Libraries
and Information Science
1717 K N.W.
Washington, D.C. 20036

Dear Mr. Burkhardt:

I have received your letter of February 26th asking for information which might be helpful to the National Commission at its regional meeting to be held in San Antonio in April. I'm sorry that this will reach you after your March 15th deadline, but due to a number of visitors and unavoidable responsibilities here I have not been able to answer before now.

My interest at present centers around the development of a graduate library school program which is located at the University of Arizona in Tucson. The Library School, as you may know, has just this past January been accredited by the American Library Association. Just to give you a little background, library science instruction began at the University in 1956 and continued to be centered on school library course work until 1969 when a broader program was incorporated leading to the Master of Library Science (MLS) degree. The first graduates completed this degree in the summer of 1971 and since then we have seen a rather remarkable and steady growth in the program. New faculty have been recruited, new courses added to the curriculum and, in short, a complete graduate library school created in the space of three and a half years. The University has backed this program with funds for staff and materials and every indication is that this backing will continue. The program here is somewhat unique in that it is located within the College of Education. This has worked well administratively since the College of Education has given us ample opportunity to develop our own program based on our own goals and objectives. We are expecting a rapid increase in applications to our program now that we have been accredited by the national association. At present we have some 120 students in the program which represents approximately 85 full-time equivalents. This summer we expect to graduate between 35 and 40 students. I thought that this brief background might be helpful for you in evaluation of the remarks which will follow.

In my own view there needs to be considerably more innovation in the library school programs than has been evident in the past. We seem to be fastened very much to the patterns of the past and I think this is true of library schools nationally. I'm afraid that some of this stems from the process of accreditation as carried out by the American Library Association. Correctly or not, when a new library school program begins, there is a great tendency to look around the country at programs which have been successful in the past and to borrow ideas from those programs. This is probably not the most creative method and tends to make a carbon copy situation. I think that the new standards as adopted by the American Library Association are an improvement over the 1951 Standards, but it is yet to be seen how much innovation this will lead to in library schools nationally. Another large probelm with graduate library education is recruiting and retaining good faculty. It is unfortunate that the Title II programs which provided an opportunity for able people to continue docotoral programs is now dismantled. The source of library faculty that we had for several years is now lost. My own experience in recruiting faculty for the past four years has been very discouraging and in many cases frustrating. There are simply not enough good people available who are willing to accept positions on graduate school faculties for the salaries that are now paid. The unfortunate case is that some of the best people are making salaries which the academic institutions cannot match. We have had experiences of this kind at the University of Arizona. There should be some federal support for the development of library school faculty.

The problem of selection of able students is always with the graduate library school. I know that each one of the schools tries to do their best to recruit excellent students but in many cases we get into a pattern which is repeated over and over so that the incoming library student is typically an English major with a good academic record who has substantial background in languages but knows very little of the sciences. Some effort has been made in recent years to bring minority group students into the library schools but so far this has not made much impact. I would like to see the make-up of library schools change so that a greater diversity of entering professionals is created. Finally, it is my view that the library school should provide the intellectual leadership for the profession, working with library institution needs as they exist, but being generally up front when it comes to the future needs of libraries and library patrons. The library school here has introduced several courses which are more or less inovative, such as "Service to Minority Groups," "Automation," "Library Management," and a new course which we plan to introduce this coming fall in "Library Networks Cooperation."

The Library School here has not done nearly as much as it should with continuing education but it is our hope that we will be able to do more in the future. The Library School recently sponsored a conference for public library staff members dealing with public library change. This conference attracted some 100 librarians and students from the entire Southwest region. During the fall semester the Library School sponsored a conference on children's liberature - "Alive and Well in 1973." Again, this conference attracted a large number of school and public librarians from the area. We feel that this kind of meeting is a contribution to continuing education but that we need to do much more. A member of our faculty has been designated to watch over the area of continuing education and we plan to work closely with the Southwest Library Association project in this direction.

The Graduate Library School in Tucson has been funded by the Office of Education this year for an innovative program bringing in American Indians who are trained for professional careers in library service. We received money for both participants and staff for a program which began September 1973 and will produce a number of graduates this coming summer. This is an extremely difficult area in which to recruit applicants and we feel fortunate that we have thirteen students in the program this semester. We created some special courses for these students particularly with the view to their returning to information centers in the Indian communities and on reservations. We feel this is particularly important in the Southwest since Indian communities are traditionally not served well by libraries or other information sources. We plan to apply for a refunding of this program for the year 1974-75.

The difficulties in the field of library education are many and often the solution to these problems seems slow. But we feel here at the University of Arizona that we have made progress in creating a strong environment for learning and that we are producing students capable of meeting the needs of library service for the future. I would be very happy to supply any specific information that would be of interest to the Commission and shall look forward to your future reports.

With all best wishes,

Donald C Dickinson

Donald C. Dickinson
Director

DCD/jg

Enclosures

1974 budget document			1975 budget document		
	Estimated savings			Estimated savings	
Proposed action	1974	1975	Status	1974	1975
General Services Administration:					
Provide more efficient guard service in public buildings	3	3	do	3	3
Require more effective supply practices	25		do	25	
Reduce new computer procurements by improving utilization of existing equipment.	9		do	9	
National Aeronautics and Space Administration:					
Delay the space shuttle to provide for a more orderly program buildup.	45	75	Being accomplished. The space shuttle is being delayed longer than estimated in the 1974 budget.	55	108
Reduce other manned space flight	47	10	Being accomplished. Action was more successful than originally anticipated.	50	52
Defer the High-Energy Astronomy Observatory to allow NASA to study same program objectives at lower cost.	68	56	Being accomplished. Program redefinition was completed earlier than expected and the program was begun ahead of previous plans.	58	52
Cancel Application Technology Satellite G research can be funded by industry without Government support.	17	16	Being accomplished as scheduled. Increased savings in 1974 reflect reestimates.	19	16
Reduce nuclear power and propulsion research since prospective applications are in the distant future.	16	18	Being accomplished. NASA reinstated a portion of the program in response to congressional action thus reducing savings.	13	17
Cancel experimental STOL aircraft because of uncertainty on the timing of a commercial market.	34	20	Being accomplished as scheduled in 1974. A reduced cost STOL technology program is included in the 1975 budget.	33	13
Reduce NASA personnel and administrative expenses consistent with program reductions.	24	24	Being accomplished as scheduled. Personnel reductions were accomplished faster than expected.	30	31
Veterans' Administration:					
Reschedule construction activities	55.0	65.0	Being accomplished as scheduled. Program savings estimates were changed reflecting better data and lower costs.	33.0	38.0
Restructure medical research in line with current medical needs.	13.0	27.0	Being accomplished. Congressional action blocked part of these savings.	11.0	20.0
Civil Service Commission:					
Limit the level of the intergovernmental personnel assistance grant program pending evaluation.	1.0	5.0	Being accomplished as scheduled	1.0	5.0
National Science Foundation:					
Reductions due to curtailment of lower priority programs and other selective reductions.	32.0		do	32.0	
Small Business Administration:					
Reduce direct business loan program of Small Business Administration as needs are met by increased participation of private banking community through SBA guaranteed loans.	41.0	34.0	do	41.0	34.0
Subversive Activities Control Board:					
Terminate as a result of court decisions limiting workload	.4	.4	do	.4	.4
Washington Metropolitan Area Transit Authority:					
Use bond proceeds to even out level of Federal contribution to subway construction.	13.0		do	13.0	
OTHER					
Department of Health, Education, and Welfare:					
Reform medicare cost-sharing and implement effective utilization review.	616	1,300	Similar reform, combined with increased benefits are now proposed as a part of the comprehensive health insurance plan to become effective in January 1976. Savings shown reflect implementation of effective utilization review	30	40
Redirect or defer selected R. & D. programs of the National Oceanic and Atmospheric Administration which are not directly focused on national objectives or not critical now.	41		Some of the savings are not being achieved because termination of the national data bouy research was deferred pending reevaluation.	26	
Atomic Energy Commission:					
Reduce inventory and working capital requirements (1973 savings were projected to be $56,000,000).	−35		Action was not taken because of changes in working capital requirements.		

LIBRARY LIBERATION

Mr. DOMENICI. Mr. President, we talk today of all kinds of liberation movements, but one of the most worthy movements to espouse is a new image for libraries. Libraries should be liberated to achieve their potential as educational institutions, and as providers of adequate library services to rural and urban areas alike. The Library Services Act was probably the first major force in liberating libraries, in that Americans from coast to coast were made cognizant of the need and the value of libraries. For libraries to be truly liberated today requires financing of the operations already in existence, a guaranteed healthy amount of Federal aid, community based efforts, and allowances for innovation and new construction.

New Mexico has made great strides toward liberating libraries. In New Mexico, the need for multi-county libraries was recognized as early as 1948. Because the State had fewer than a million people in an area that was twice as extensive as all New England, it was necessary for the regional libraries that were created to cover extensive areas. Not counting Santa Fe itself, only four small libraries had been established prior to 1960. However, among people who had never had access to libraries or even to substantial numbers of books, there were loaned a total of 59,784 books in the first 8 months of 1958.[1]

The bookmobile was the key to reaching outlying areas in New Mexico. In fact, history records that in April 1960, the New Mexico Northeastern Regional Library bookmobile covered 304 miles a day between 7:30 in the morning and 5:30 in the afternoon and made three working stops.[2] What I am trying to show here is the length to which New Mexico's bookmobile librarians were willing to go to put books in the hands of their people.

According to an authority with the New Mexico State Library, in fiscal year 1973 there were 38 "legally constituted" libraries in the State of New Mexico. There are many other community based libraries and community library centers in the State not revealed in this total. Today, there are eight bookmobiles in the State, six of which are operated regionally from the State library. One bookmobile is run by the U.S. Bureau of Indian Affairs. In fact, New Mexico ranks fourth in Indian population with the 1970 census showing that there were 72,788 Indians as compared to 56,255 in 1960.[3] This is a fairly large Indian population that libraries must serve. According to State library statistics, in fiscal year 1973, there were 638,009 people served and an additional 180,000 people reached by bookmobiles.

Current news articles more often than not are illuminating the trend of library liberation. John Bebout, author of an article entitled "Partnership Federalism" remarked that—

> Public libraries that are worth their salt are not longer the somewhat cloistered institutions of local cultural benevolence that many of them once were.[4]

Likewise, according to an article in U.S. News and World Report, libraries are attempting to shed a "stodgy image."[5]

The kinds of innovations libraries are offering range from information centers linked by computers, to storefront libraries, to bookmobiles for shut-ins, all the way to karate lessons. In a recent article in the Library Journal, it was re-

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[1] Hawthorne, Daniel. *Libraries for Everyone*, New York, Doubleday, 1961, p. 123.

[2] Ibid., p. 124

[3] Hearings, House Committee on Education and Labor, 93rd Congress, 1st Session, H.J. Res. 734 and H.J. Res. 766 (White House Conference on Library and Information Services in 1976), p. 59.

[4] Ibid., p. 39.

[5] "As Libraries Go All Out to Shed a Stodgy Image," *U.S. News and World Report*, December 24, 1973, p. 75.

Pete V. Domenici
United States Senator, New Mexico

marked that New Mexico libraries were urged to "jump on the community band wagon" to get out and work in the community, become an integral part; in order to survive; get the public so hung up on information services they cannot live without your library.[6]

More and more libraries are providing residents with information about their communities, and the—

> Nonuser's image of libraries as staid, faceless book storehouses is beginning to crack.[7]

The new mode libraries serve as community information centers. A case in point is the new Zuni Learning Center in New Mexico.[8] This is proof that libraries are reaching out with a variety of programs aimed at getting the potential patron into the library or bringing service to him.

The question arises, how can one liberate libraries when there is little or no Federal funding to stimulate support for innovative projects? No matter how much dedication exhibited by librarians, that dedication requires backing of dollars.

It is interesting to note that according to the National Center for Educational Statistics, New Mexico's libraries in terms of operating receipts in 1968, appear to have received 97.8 percent from local government, 0.3 percent funds from the State and none from the Federal Government. In spite of the fact that New Mexico appears relatively self-sufficient in utilizing local funds to provide library services to its people, there is still a great need for Federal funds to spur development of new programs.

I have included the following table to show the recent obligations for New Mexico with regard to Library Services:

OBLIGATIONS IN THE STATE OF NEW MEXICO

STATE TABLE—1974 CONFERENCE ACTION ON LABOR/HEW BILL

[In thousands of dollars]

	Fiscal year—			
	1972 actual obligations	1973 appropriations [1]	1973 actual obligations [2]	1974 conference agreement
Library resources:				
Public libraries:				
Grants for public libraries (LSCA I)	377	454	296	379
Interlibrary cooperation (LSCA II)	43	67	43	43
Construction (LSCA II)	97	148	119	....
Library resources (ESEA II)	511	568	511	543
Undergraduate instruction equipment (HEA VI):				
Television equipment	9	9	......	9
Other equipment	65	65	....	67

[1] Amounts are calculated on basis of authorized level under Public Law 92-334. Amounts also include 1973 supplementa appropriations for activities covered by the 1974 Labor-HEW bill.

[2] Includes allocations where court cases have been decided on the merits.

Source: Prepared for use by the Senate Committee on Appropriations. Department of Health, Education, and Welfare, Office of Education.

In view of the fiscal year 1974 and fiscal year 1975 library budget cuts, the rationale has been that revenue sharing could be utilized as a source of alternative funding for libraries. The problem with the pattern of revenue sharing seems to be that some localities are able to provide ample funding for innovative library programs and others are not even supplying enough money for basic library services, due to part to the stiff competition with other local causes.

I would consider the recent fiscal year 1974 Labor/HEW appropriations law as a step in the right direction for library liberation in that it provides over $170 million for library resources. Approximately $49 million of that total applies to titles I and II of the Library Services and Construction Act. In addition, impounded funds were released on December 19, 1973 to total $36 million for public library services and $15 million for construction.

Thomas Jefferson once stated that education is "the most legitimate engine of government." I am positive that Jefferson would espouse the cause of library liberation as libraries are still one of the mighty cogs that turn the engine of education.

SECRETARY OF DEFENSE ALLOCATES 450 SERVANTS TO U.S. GENERALS AND ADMIRALS

Mr. PROXMIRE. Mr. President, 450 U.S. generals and admirals have been allocated personal servants by the Secretary of Defense. Even after my legislation cut the number of servants by over 75 percent last year, the Defense Department clings to its snobbish servant system.

I have written to the Secretary of Defense asking that some way be found to eliminate completely this practice of using enlisted men as personal servants. While he has not ruled out that possibility, he has gone ahead and distributed over 675 servants to 450 of the Nations highest ranking generals and admirals.

Under the new distribution, Gen. Creighton Abrams, Army Chief of Staff, Adm. Thomas Moorer, Chairman of the Joint Chiefs of Staff, Adm. Elmo Zumwalt, Chief of Naval Operations, Gen. Robert Cushman, Commandant of the Marine Corps, and Gen. George S. Brown, Chief of Staff of the Air Force, all get five servants each.

Thirteen other Army generals, 8 admirals, 1 Marine Corps general and 14 Air Force generals all receive 3 servants each.

The rest of the 450 have to make do with 1 or 2 servants with the exception of Adm. William Mack, Superintendent of the Naval Academy, who gets 4.

Of the 675 servants, 189 are based in the Washington, D.C., area. The remainder are scattered around the United States and throughout the world. We have military servants for our brass in such far away countries as Italy, England, Belgium, Taiwan, Japan, Germany, Korea, Brazil, the Canal Zone, Okinawa, Turkey, Thailand, Guam, Spain, and Holland.

I am releasing a list of the generals and their military servants broken down by State so that the people of this country can ask their local brass to justify why they are using enlisted men as servants at taxpayers' expense.

A General Accounting Office report prepared at my request last year showed that not only were these men forced into their jobs as aides to generals and admirals in some cases, but that their job description was that of a domestic servant. The GAO also found that almost all of the Navy servants were Filipinos.

By a vote of 73–9, last year the Senate voted to cut the number of servants to 218 from a prior total of 1,722. That number was subsequently raised at the insistence of the House of Representatives and the military to the present limit of 675.

USE OF ALL SERVANTS SHOULD BE STOPPED IMMEDIATELY

There is no reason why the practice of using servants at public expense cannot be stopped completely. The brass would have us believe that they need free servants because they have special obligations and their wives need the extra help around the house, which, by the way, often is provided free. This excuse by the military brass is utterly ridiculous. Millions of Americans prepare their own meals, clean their own homes, answer their own telephones and drive themselves to and from work. So can the brass.

If an American family feels the need for extra help around the house, they must pay for it out of their own pockets. But the military get their servants free—courtesy of the taxpayers.

This exercise of aristocratic privilege and freeloading must be stopped and the American people are the only force that can do it.

We must have the strongest military force in the world. We need the best equipment, the best trained troops and the highest morale. The use of servants, however, preserves the ancient vestiges of a racist class-system and in the process hurts the morale of enlisted men who take pride in being free men fighting for a free country.

Mr. President, I ask unanimous consent that correspondence from the Department of Defense on this issue be printed in the RECORD, along with a breakdown of those officers assigned servants by position and State.

There being no objection, the material was ordered to be printed in the RECORD, as follows:

ASSISTANT SECRETARY
OF DEFENSE,
Washington, D.C., March 28, 1974.

Hon. WILLIAM PROXMIRE,
U.S. Senate,
Washington, D.C.

DEAR SENATOR PROXMIRE: This is in further response to your letter of October 17, 1973 regarding enlisted aides.

The allocation of enlisted aides to the individual Services under a ceiling of 675 as specified in the Conference Report to accompany H.R. 9286, has been made by the Department of Defense as follows: Army—256; Navy—151; Marine Corps—34; Air Force—234. The Services have in turn determined the general/flag officer positions to be authorized aide support and have submitted the attached lists of officers who are projected to the authorized/assigned enlisted aides as of June 30, 1974,

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[6] Noel Savage, "News Report, 1973," *Library Journal*, Jan. 1, 1974, p. 25.

[7] Ibid., p. 26.

[8] Ibid.

NEW MEXICO STATE LIBRARY
P. O. BOX 1629 SANTA FE 87501 (505) 827-2103
C. EDWIN DOWLIN, *State Librarian*

March 4, 1974

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and
Information Science
1717 K Street, N. W., Suite 601
Washington, D. C. 20036

Mr. Chairman:

After studying the copies of the NCLIS report I received, I doubt there is much I can add to the testimony already presented. Therefore, I will confine my list of concerns to three:

1. I will continue to voice concern for the area of State Federal relations wherein some citizens are considered to be primarily Federal charges. I realize that Indians have been discussed as a user group, but my concern is less with understanding needs and characteristics of Indians and more in assuring a workable mechanism with responsibility for library support and development. I assume that this concern applies to territories and the District of Columbia in any national information program.

2. I am involved or familiar with the Southwestern Library Association's action program (SLICE), the continuing education program of the Western Interstate Commission on Higher Education (WICHE), the Rocky Mountain Bibliographic Center, and the Federation of Rocky Mountain States. These efforts have tremendous potential for New Mexico and one major drawback. There is no currently accepted legal pattern for such organizations which assures stability, legal status, and membership control. WICHE has attained such a de facto status, but not as a result of its legal foundation. This general lack requires strong-arm efforts and subterfuge to accomplish. Some mechanism for reducing the amount of sheer organizational effort should be found.

3. I am further concerned with the nature of the task you have undertaken. Perhaps of necessity, the NCLIS proposal is "institutional" in nature. It reflects the concerns of libraries and citizens concerned about library citizens. Those whose cause is supported are categorized as users or non-users which is their present relation to the library institution. What stands out most clearly in

LOUISIANA STATE LIBRARY
POST OFFICE BOX 131
BATON ROUGE, LOUISIANA 70821

SALLIE FARRELL
STATE LIBRARIAN

March 5, 1974

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and Information Science
1717 K Street, N.W., Suite 601
Washington, D. C. 20036

Dear Mr. Burkhardt:

It is a pleasure to have the opportunity to submit written testimony to the National Commission on Libraries and Information Science to be used in conjunction with the southwest regional hearing in San Antonio on April 24, 1974.

First of all, I should like to congratulate the National Commission on its perceptive approach to its responsibilities as evidenced in its annual reports for 1971-72 and 1972-73. The Annual Report for 1972-73 is particularly interesting in its identification of problems and potentials.

In all honesty, I must confess to a degree of disappointment after reviewing the National Commission's draft of a proposal on "a New National Program of Library and Information Service". Although the draft recognizes national library needs, it fails to present "overall plans for meeting national library and informational needs" (to quote from Public Law 91-345 establishing the National Commission). Granted that a national network is essential to a national comprehensive plan for development and coordination, it is only one part of such a plan. For example, the preliminary draft of the model, "Continuing Library Education Center: A Design for Action", opens up many exciting possibilities for upgrading personnel which, in my opinion, can be directed and coordinated most effectively at the national level. Most of the long-range statewide plans for library service have identified the need to enhance the usefulness and effectiveness of library personnel as one of the major goals in the achievement of improved library service.

In addition to the role of the federal government in the area of continuing education, there is another important role on which I should like to comment--that is, the provision of special materials for all disadvantaged persons unable to use ordinary printed materials effectively, for whatever cause, with comparable resources in alternative formats. The spoken word recordings on phonograph disc or magnetic tape, now limited to the blind or physically handicapped, could meet as well the informational needs of many additional millions not eligible under the present federal program. The development of the video cassette now offers another medium with even greater potential to satisfy special individual requirements. Reproduction of a wide range of reading materials in these special formats for limited groups can perhaps only be accomplished as a federal program. State and the proposal is the lack of capability within our profession to deal with the dynamics of an enormously complex domain. Through no fault of its own, the Commission is attempting to suggest action choices without a conceptual framework which suggests the long-range effects of adjusting variables. Without a concensus which such a framework implies, decisions cannot be rationalized within the domain on a basis other than sheer political power. The historical response of politicians is to agree that if Group A is the immediate priority then funds will be withheld from Group B to accomplish the priority goal. The resulting battle frequently swamps the project. This danger is very real to me, a State Librarian, and I have been focusing on the problem for several years. No proposal can succeed until the elements can be literally charted and projected as a vision to which all are committed. My experiences have not provided solutions, but I am convinced that such a framework is possible. At the conference, I will be looking for any and all opportunities to encourage efforts in this direction.

I look forward to being in Los Angeles on March 15 and 16.

Sincerely,

C. Edwin Dowlin

C. Edwin Dowlin
State Librarian

CED:gkc

local library agencies can most appropriately handle distribution, and provide readers' assistance.

I am in agreement with the widespread feeling, reported in the National Commission's Annual Report 1972-73, that "the Library of Congress should take on the full responsibilities of a national library". For example, the reproduction of special materials mentioned above could be appropriately a responsibility of a national library. The expansion of three existing programs of the Library of Congress to their fullest potential and the coordination of these activities in a National Bibliographic Service Network would support a level of library and information service unattainable by local or state government alone:

(1) Producing in-depth cataloging records for all published materials by publication date.

(2) The entire record immediately available in machine readable form for on-line distribution nationwide.

(3) Holdings, current acquisitions, and in-process or on-order information collected in a computerized version of the National Union Catalog.

The Library of Congress could establish and maintain a system of regional, interactive data centers through which every state could have on-line or print-out access to these basic services.

The federal government has a responsibility also to support library research and to disseminate the findings of such studies.

It is essential, I think, to assign those functions to the federal government for which it has unique and expert capabilities. Not only would unwarranted duplicative efforts be avoided, but the "product" and/or the service should be superior.

At a conference of Western States Library Agencies in November 1973, the heads of those agencies present identified the role of the federal government as follows:

> The Federal government, in its support of maintaining the national information resources, should address itself to meeting the problems that no single state can adequately address alone, to coordinating the efforts of the states in sharing their library resources with their sister states, and to providing citizens and libraries of the states with those expensive or highly specialized services that can most economically be provided on a national level.

I concur wholeheartedly with this position.

Fortunately, we have lead time (but not much!), with the Library Services and Construction Act not expiring until June 1976, to define national goals for library service and to base new legislation on these goals.

The time is right, I believe, and there is a climate of acceptance among librarians who more than ever before are working together, crossing types of library lines, at the local, state, and regional levels to provide better service to the people. The development of statewide plans and the formation of state advisory councils on libraries, required by the Library Services and Construction Act, have brought librarians, trustees, and users closer together in an effort to assure maximum use of library materials and library personnel. The National Commission with its regional forums and significant studies has stimulated the penetrating kind of analysis that should lead to the best national program.

Sincerely,

Sallie Farrell

Sallie Farrell
State Librarian

SF:abt

T. R. Fehrenbach

INVESTORS BUILDING
7078 SAN PEDRO, SAN ANTONIO, TEXAS 78216
TELEPHONE 824-5511

27 February 1974

Dear Mr. Burkhardt:

Thank you for your letter of 8 February, subject, the Southwest regional hearing in San Antonio.

While libraries in general and information services are vital to my work as a writer (I could not exist without such basic services) and while the general state of all such services ranges from poor to non-existent in this locality, I do not believe that my testimony before the Committee would serve any useful purpose. As a professional writer, I represent a tiny, highly specialized segment of the community, and my needs are notapt to be met through any program -- what is required , in the long run, is a general, broad, cultural change in the community, leading to a greater recognition of the need for, and demand for, such services. This at present does not exist. I believe firmly that people find resources for the things they really want, good or bad. I recognize the enormous problems of organization, financing, and personnel involved in up-grading our local services, and can pose no real solution -- except time and growing awareness.

Living here by choice, rather than in a metropolitan region where such services are far better, I am able to surmount my problems privately: through friends, associates, academic connections, government services, and purchase and/or travel. In other words, I have developed my own network outside of any public bureaucracy, drawing on services worldwide -- and some form of easier dissemination, probably, is the real answer to this problem. We cannot stock every local library, obviously. And services in general, on a national basis, are surprisingly good, if the researcher has the basic intelligence and perserverance to seek and find. One shouldn't expect everything to be handed to him...

A problem that besets local public services here is this: long delays due to bureaucratic organization. For example, if a new, definitive work is published, still no one can make a purchase decision until a lengthy process of published reviews, recommendations, etc, is made -- despite calls, whatever. This frequently takes six months to a year for an acquisition. I can't wait; I go buy the information I need.

Finally, no offense intended, your annual report suffers badly from over-use of jargon. I assume it is intended for the general, literate public. Instead, it tends to be an in-group publication, which will put the general reader to sleep. And I couldn't understand parts of it..

Very truly yours,

T. R. Fehrenbach

TRF:s

TESTIMONY FOR THE SOUTHWEST HEARING OF THE NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

Thank you for this opportunity to submit observations and recommendations to you. On a national level I would urge your Commission to monitor constantly the changing age structure of our population. As the so-called "baby boom" group moves into maturity (their ages now span from 25 years to 15 years of age) they may create special and different demands on library service. Certainly as they move into the senior citizen ranks, long-range planning is essential to make the last quarter of their lives as meaningful and exciting as the first 25 years have been.

Regionally, there is a need for a first-rate accessible library designated as the Southwestern Branch of the National Library (which our nation needs). A large university collection, such as the University of Texas, might serve this need.

Locally, in the state of Oklahoma, the rural areas need all the help they can get to keep alive what is already in existence.

Finally, with all the hue and cry about reaching ethnic minorities, I should like to place squarely on your agenda the original inhabitants of this land, the Indians. In all parts of the Southwest there is a need for libraries to develop rapport with, and service for the Indians, whether they are on reservations or are living as 98,000 Indians do in Oklahoma, half-accepted and little appreciated in cities and rural areas across the state.

Thank you for your attention.

Sincerely,

Joan F. Flint

Please return to:

National Commission on Libraries
and Information Science
1717 K Street, N.W.
Suite 601
Washington, D.C. 20036

Please check the following as they apply to you:

☑ I shall submit written testimony for the official record as soon as possible.

☐ I do not plan to submit written testimony.

☐ I plan to be present at the regional hearing.

☑ I do not plan to be present.

☐ ______________________________

I recommend that you contact the following person(s) to obtain written testimony for the official record: (Name, position or title, complete address, telephone number, include area code, please)

____

____

____

____

From:

Name Ms Joan F. Flint

Position or Title Chairman Tulsa City County Library

Address 3730 S. Birmingham

City/State Tulsa Okla. 74105

Telephone (Area Code) 918 743-6412

SOME PROBLEMS AND ISSUES OF LIBRARIES IN ARKANSAS: FOCUSING ON PROFESSIONALISM AND POSSIBLE ANSWERS

The destiny of Public Libraries in Arkansas seems to be that of serving small segments of children and adults. School libraries serve other small segments of patrons, while academic libraries serve yet another segment, as do special libraries. In a survey made about 18 months ago, it was found that over 1,000,000 people in this state are not included in any sort of educational activity. They must look to other sources for educational or recreational reading than school or college libraries. Yet the Public Library has made only modest efforts to meet the needs of those other than the usual patrons. Little is done in all areas of library service to meet the needs of a widely diverse population.

One must examine causes in order to determine cures. In a state historically providing low economic and educational expectations, it is not surprising that library professionalism, and consequently, information dessemination, is given low priority. This is evidenced by lack of professional respect from most state levels of library administration.

Beginning with the State Board of Trustees for the Arkansas Library Commission, an attitude of not rocking the boat trickles down into the Arkansas Library Commission. Although efforts have been made for a number of years, no strong movement has produced a State Library facility. The Commission is housed in crowded quarters in a downtown business building with no parking space. Equipment, methods and objectives lag far behind those of neighboring states. Having no adequate state facility the Arkansas Library Commission marches in place; rarely moving forward, sometimes backward. A prime responsiblity of a state library, that of providing exemplary service is hampered in every manner. The most progressive example is shown by a Watts phone used by the Reference Librarian to make stated calls to Central Libraries in the state for informational requests. Incoming calls are not received on the Watts line. Little is done in the way of interlibrary loans. However, information not located in the small collection housed in the Commission is searched at the Little Rock Public Library.

Conscientious but conservative leadership in the Arkansas Library Commission does not fight for essentials to build a strong state program of library services. A primary need is for a state wide tax. Presently each individual county votes a one mill tax in order to become a legal member of the Library Commission, with some counties abstaining. Although Arkansas pioneered in setting up regional and county libraries with bookmobile service emanating from them through the one mill tax, time and inflation have eroded the programs. What is needed for the present is a state wide three mill tax.

Within the Commission itself,[3] we see too few professional consultants offering too little in supportive services to the state. Little emphasis is placed on library professionalism for the Commission staff. Even para-professionals are likely to be lacking in basic library training.

This apathy toward professionalism sifts out into the state, where many of the functioning librarians have little more training than experience and workshops have given them. This is not to belittle them. You can hardly find more dedicated or harder workers. One of the acknowledged library leaders in the state who administers 5 counties through a regional library, sees no need for card catalogs in the tastefully appointed new libraries which she administers. A catalog at the headquarters library, plus non-professional librarians using a Books in Print or Wilson's Catalog in which the collections have been checked provide reader's services in county libraries.

Even though the Arkansas Library Commission is a division of the State Department of Education, library professionalism is hardly acknowledged in that agency. Since the resignation for retirement of a professional librarian about two years ago, a person with no library training was hired to administer the program. After he left in frustration, a guidance counselor was hired. It is general knowledge that professional librarians applied for the position. Recommendations have been made that the State Department of Education should have a qualified Library Consultant included in the Instructional Division Staff. However, the position is treated as a business administrative position for Federal funds.

With this background, a great need of this state is a highly motivated professional structure at the state level. This in turn would work in partnership with Federal services bringing them into regional and county libraries in the state. Attention would be turned to building stronger incentives for library networks and regional cooperation.

At a time when media is purported to be the message, no A/V department is to be found in the State Commission. No micro-film or micro-fiche is to be had. No micro-film reader is available. Some of the public libraries and many school libraries have micro-film readers and would like to see a system of interlibrary loans, possibly from the University of Arkansas, if none is to be forthcoming from the state library.

Few school libraries have a professionally trained A/V specialist. Few Public Libraries deal with media other than recordings, cassettes, or filmstrips. There is a need for 8 mm loops, flat art pictures, fine art slide presentattions and other aids for cultural experiences, as access to cultural opportunities are all too limited.

Not all our ailments can be cured in Arkansas with a turn to professionalism, but certainly we can be brought into the 1970's and prepare for the rapidly approaching 21st century.

I do not intend to convey an all negative picture of Library Services in Arkansas, for such is not the case. Most of the librarians, professional and otherwise, are dedicated hardworking people. They extend themselves over and beyond the call of duty. Federal funds have helped build many fine new library buildings. All money, whether local, state or federal, is stretched to gain maximum returns. You find no waste of funds. A Paperback Project brought new dimensions to people who had not previously been library users. A successful Right to Read Grant was extended to the Adult Basic Education Division of the State Department of Education and a Public Library. There are also success stories from other Public Libraries and several school libraries are serving as pilot programs. Through a Federal Grant an outstanding Program of Library Services to the Disadvantaged was initiated from the Library Commission and proved to be very successful until further funding was impounded. Library Service to the Blind and Handicapped is excellent. However, we still have far to go.

Arkansas people must be informed of the benefits to be gained from strong library programs. They must be sold on them, so they are willing to finance them. They must be educated to the need for the preservation of materials relevant to the growth and history of the state. At the present much of this is being lost due to poor storage or lack of any storage space. State officials should be impressed with information which could be available to them from a State Library. A strong public relations program telling the library's story must be built. People should be made aware of the many services to be found at the library aside from books.

An effort should be made to coordinate services in such a way that they meet the needs of all segments of people. Federal programs sometimes overlap or provide duplication of services. Each program builds up its own hierarchy which zealously maintains its own function, although merging programs might provide more complete services. Unfortunately, there is often little cooperation among the agencies. A top level agency in the federal government should be designated or created to develop a strong program of information dissemination before the library pie is divided among other agencies grabbing whatever is available to promote their own special interests. I strongly feel we should consider a new name or label and closely examine our objectives to determine just what we do see our function to be in the field of libraries and library services.

Here at the local level, library services run the gamut. Within a radius of 35 miles we have the University of Arkansas. There the Library Science program, supposedly a division of the School of Education, had no space provided when the new Education Building was recently completed. A fine new University library building stands hardly a block away, maintaining complete independence from the Library Science program which is housed on the 3rd floor of an old walk-up building. Although the situation in academic libraries in the state is far from static, there is no move to provide a School of Library Science to hold young, progressive librarians in Arkansas.

County wise, we find a county in which some dairy cattle are culled for production by computers, but which has not voted the one mill tax for library service. No bookmobile service is available. In this community, the county seat, a remodeled church houses the library. Most public libraries in the county close at 5, or have evening hours one or two nights per week. Too little support from County officials and business is given, since they do not realize advantages they might gain.

Other needs for providing services which have been mentioned are for more information about Arkansas in printed form for research. Emphasis on the library as a center for local history collections, preservation of newspapers, letters, diaries, courthouse records, maps, and other documents of historical value. However, we do not mean to make a museum of the library. Tape recordings of local history as well as photographs should be included. Genealogical materials also have a place. All of this points to a serious need, that of funding for adequate facilities at the local level. Few communities can afford the entire burden of a new building.

Services to the old and handicapped must be strengthened. Local collections might be used through cooperation between individuals, local libraries, state libraries and federal agencies. Cooperative book storage for materials not often used, and for duplicates is rapidly becoming a need for crowded, outmoded library buildings.

School librarians have asked for more indepth research materials at the high school student's level, particularly in the fields of literature and social studies. Better vertical file materials, or, if they are abailable, information on finding them. Easier to use statistical books and abstracts for high school students are needed.

Librarians feel the need for the development of programs for getting information to the people informing them of services available. There is a need for librarians to work close together, regardless of the public they serve. Discouragement about reaching the poverty level patron has set in due to lack of continuity in funding, staff capability, and a general apathy by those who have made too many promises and given too little in the way of fulfillment at the federal level. Neither adequate staffing, nor suitable collections can be maintained with yearly allotments or no funding at all.

Determination of the needs of individual communities must be sought. Business surveys are done in communities to determine what companies or stores will be successful, why not such a survey to determine collections to meet the needs of the community. Certainly what is satisfactory for an east coast metropolitan library will hardly satisfy the needs of a small rural midwest community. Deviation from objective measuring to subjective in setting standards will measure effectiveness of services rather than materials and facilities for dispensing those services. A resourceful children's librarian can promote a successful program regardless of the collection or facilities which she uses. Real success has been achieved under an umbrella. In essence, librarianship provides for success, as well as the materials which surround the librarian.

The National Library Commission should accept the charge to provide leadership in demanding a national program administered by a top level agency in the Federal Government. May I suggest one of the important positions in the staffing pattern be for an outstanding P R person.

It is high time excessive amounts of money for studies, conferences and workshops be curtailed and we get on with the work we know must be done. We must settle on a program which will be comprehensive in providing services to rural as well as to urban patrons. Until we can find a suitable method of dissemination of information from the smallest to the largest librrary, through a nation linkage, until we educate library administrators that the people to be served and their needs are essential; until we convince our federal government that continuity is the essence of building a strong and ongoing program, until we convince our government to take a close look at agency objectives, overlaping and duplication of services; until the national administration recognizes the importance of total information services to all segments of our population, we will continue to be plagued with fragmentation of services which reach only limited numbers of our population. More and more library doors will close and more lights will go out. We will find ourselves right where we have been for a long time, growing numbers of our population will continue to be without access to information and will be left as they now are, second, third and fourth rate citizens in the most affluent society in history.

Thank you.

Mrs. Marguerite Grace
2005 E. Central
Bentonville, Arkansas 72712

I would like to say in defense of the lateness of this testimony, I have tried to wait until suggestions which I ask for were returned

AMARILLO PUBLIC LIBRARY
CITY OF AMARILLO
P. O. BOX 2171 TEXAS 1000 POLK ST.
79105

ALICE GREEN
CITY LIBRARIAN

March 6, 1974

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and Information Science
Suite 601
1717 K Street, Northwest
Washington, D.C.

Dear Mr. Burkhardt:

I am honored to respond to your invitation to provide written testimony to the Southwest regional hearing of the NCLIS.

Speaking as a public library director I must emphasize the critical need for teamwork in funding and programming for systems development. There must be a federal, state and local sharing of responsibilities in establishing goals and developing guidelines. The national program drafted by NCLIS should enable us to move forward in building cooperative responsibility.

The hap-hazard, on again, off again federal funding of recent months, and, in Texas, the lack of state financial support of public library systems presents a most difficult and frustrating exercise in library management to those of us charged with systems development. Too much of a burden is now placed on the local tax dollar. Recently this local funding has become sorely strained and if not relieved will make it necessary to abandon the cooperative efforts in Texas thus far developed. We desperately need a financial commitment to national, regional, state and local cooperative action to build a program that will bring libraries into today's world.

We believe the stimulation for cooperative action must originate on the national level with basic standards spelled out for state participation. The draft proposal of NCLIS clearly describes such a program. We support it eagerly.

Sincerely yours,

Alice Green

Alice Green
City Librarian

AG/jb

NORTH ARKANSAS REGIONAL LIBRARY
Serving Baxter, Boone, Carroll, Madison, Marion,
Newton and Searcy Counties
PHONE: 365-3665 AREA CODE 501
123 JAYCEE AVENUE, HARRISON, ARKANSAS 72601

March 7, 1974

Frederick H. Burkhardt, Chairman
National Commission on Libraries & Information Science
Suite 601
1717 K. Street, N. W.
Washington, D. C.

Dear Mr. Burkhardt:

The North Arkansas Regional Library serves seven rural, mountainous counties in the Ozarks, with 74,000 people living in the area of 5,115 square miles. The largest town, Harrison, with a population of 8,000 is headquarters for the region.

Nine branches, and one bookmobile serve the area. Some branches have small book collections but the regional books are moved about as needed. A great amount of transferring is needed as there is only one book per person available.

The library is financed by a one mill local tax, a state aid grant and, since 1956, federal funds. The federal money has been used for books, bookmobile service and buildings. We have only one professional librarian in the region but centralized purchasing and processing at the state level as well as reference services from the state has made it possible to operate with a small staff.

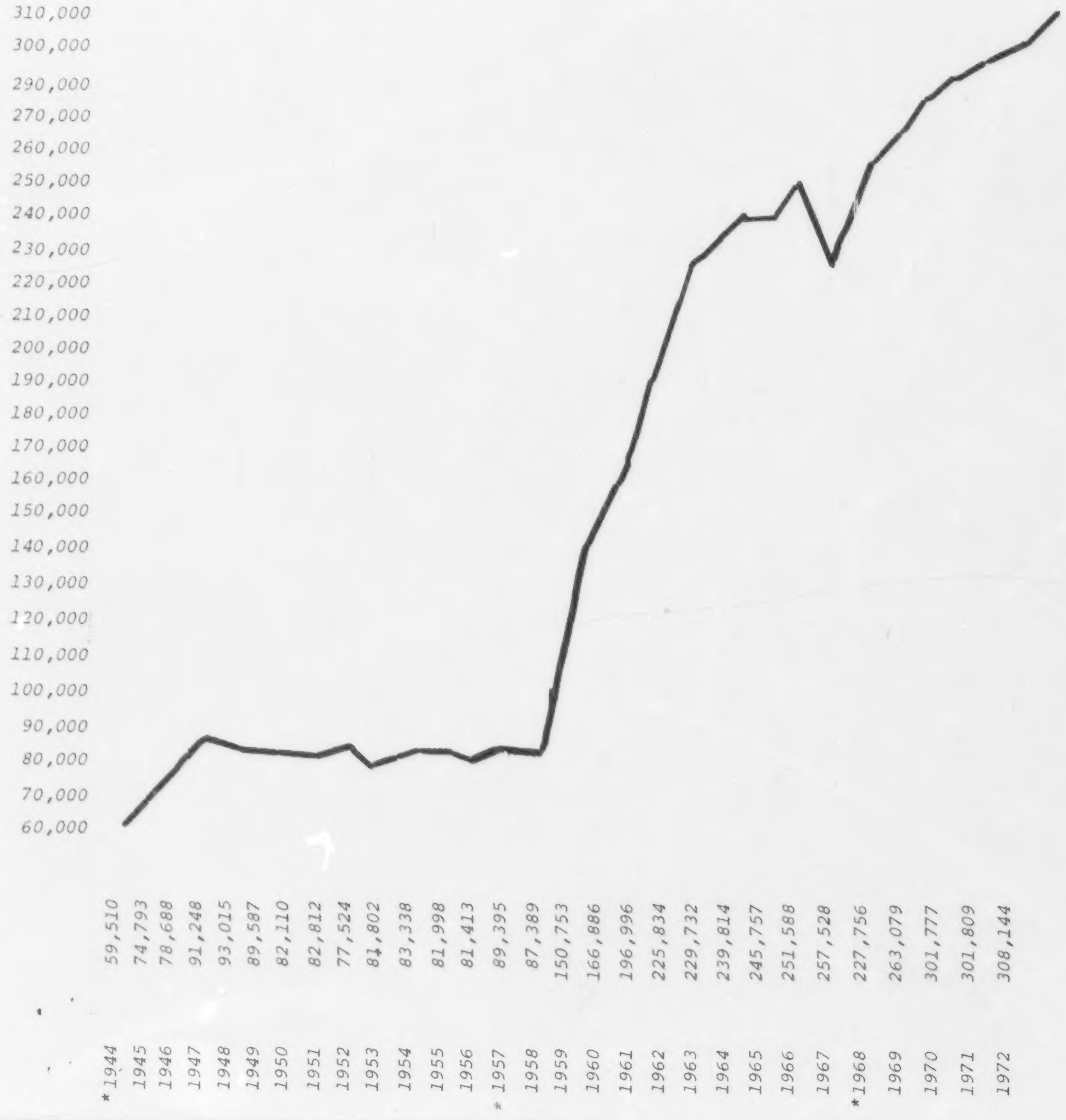
New libraries have been built in six of the seven counties since federal funds have been available. Collections have all been weeded and are kept up-to-date as new books are added. There were 310,141 books circulated last year.

The enclosed chart shows how federal funds have helped this library system get books to the people.

Sincerely,

Evelyn Griffiths

Mrs. Evelyn Griffiths, Librarian



NORTH ARKANSAS REGIONAL LIBRARY

Impact of Federal Funds on Circulation

- * *1944 Established*
- * *1957 Federal Funds received*
- * *1968 New Headquarters Building*

Service To:

7 Counties

9 Branches

1 Bookmobile

New Buildings in 6 counties since 1958

TESTIMONY SUBMITTED BY CONGRESSMAN JOHN PAUL HAMMERSCHMIDT, THIRD DISTRICT, ARKANSAS, TO THE NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE, AT SAN ANTONIO, TEXAS, ON APRIL 24, 1974.

COMMISSION MEMBERS:

I am very pleased to have this opportunity to present some information about the Library Services and Construction Act in general and how it has benefited my Congressional District in particular.

I am so pleased that Doctor Bessie Moore, of the State Education Department of Arkansas, is serving on the National Commission on Libraries and Information Science. I and Congress in general expect great leadership in the development of a competant nationwide library service from the National Commission on Libraries and Information Science, and with people of Doctor Moore's ability on the Commission, I am sure that we will not be disappointed and that our expectations will be realized.

FEDERAL SUPPORT

Federal support should be a part of any program developed. According to the Bowker Report, approximately 3,000 public libraries in our nation have less than $2,000 annual income or less than $500 annual book fund. To alleviate the financial strait, Congress authorized $62,000,000 in 1973 to fund LSCA to provide bookmobiles, and books for the blind, aged, disadvantaged, and handicapped, as well as to construct libraries.

However, only 30,000,000 was released by the Administration. But after a number of court cases, all of which the Administration lost, the Administration has agreed to release these impounded funds over the next few years. The impoundment of funds has severely hampered the work the LSCA has been able to achieve. Public Law 93-192 appropriates under Title I and Title II of LSCA $49,209,000, under Title II ESEA $95,000,000, and under Title II and IV of HEA $12,500,000.There is a stipulation that the President can withhold up to $400,000,000 from the bill, but with a limit of a five percent withholding on any individual program.

The Administration desires to start funding libraries with revenue sharing funds. One fault of revenue sharing as the federal means of helping to finance libraries is that there should be a regular source of funds so that libraries can plan. They should be able to plan at least one year in advance. In Arkansas, the funds allocated to libraries through revenue sharing have been minute, since many other priorities are considered first.

STATE AND FEDERAL SUPPORT

In 1971, Arkansas public library expenditures from State and local funds totaled $2,385,716 to serve 1,923,295 people. Federal funds from LSCA Title I of $316,319 brought the total to only $2,702,035 or $1.50 per capita.

Several years ago the American Library Association recommended $6.00 per capita should be spent on library services. One factor that must be taken into consideration when evaluating the library services in Arkansas is the extremely low per capita income, which was $2,791 in 1972 as compared to $3,921 for the nation as a whole. The 1970 census showed that 7.7 percent of the population are the recipient of public assistance. One shocking statistic is that the total number of volumes in the public libraries in Arkansas in 1971 was 1,709,159 for a population of 1,923,295.

MULTI-COUNTY PLAN

A plan was adopted in Arkansas in the early 1940's to establish strong multi-county units that would serve every county in the State. In 1942, the first multi-county library was established in Clarksville, followed by a second one in Harrison in 1944. Both of these cities are in my Congressional District. Guided by this plan and the financial support of LSCA, some progress has been made. In fact by 1959, the Arkansas Library Commission reported that a major portion of funds were being provided by the federal government to establish multi-county libraries. In 1968, there were 16 single-county library units and 53 counties that had formed some regional arrangement for library service. The goal is to have the 75 counties in 14 or less multi-county systems.

CONSTRUCTION IN ARKANSAS

Since 1965, Arkansas has constructed with matching Title II funds the following: 18 new public library buildings, 13 additions to library buildings, renovated and remodeled two post office buildings, and converted two churches and two storefront buildings into libraries. Library services have been vastly improved by adding space. However the 1970 and 1971 funds were so small that only one library could be constructed each year.

Dardanelle is the seat of the Arkansas River Valley Regional Library, which consists of Franklin, Johnson, Pope, Logan, and Yell Counties; all of which are in my Congressional District. This five county area has built more libraries with Title II funds than any other regional area in Arkansas. New libraries were constructed in Danville, Clarksville, Booneville, and the space of the Dardanelle library was doubled. Title II funds were also used to build the library in Hope for Garland County.

BOOKMOBILES

Before the passage of State Amendment 38 in 1946, which permitted a county wide library tax, three bookmobiles were in operation in Arkansas.

Pulaski, Jefferson, and Sebastian Counties had secured funds from personal contributions and from the county general fund for the purchase of bookmobiles. With the advent of federal funds in 1957, bookmobiles were purchased for use in multi-county library programs. Bookmobiles are a major source of accessibility in Arkansas with all of its small towns and rural areas. For example the North Arkansas Regional Library bookmobile has nine different routes to follow with a total of 37 stops, including Saint Joe, Leslie, Yellville, and Mountain Home. Bookmobiles also reach many towns in the Ozarks including Berryville, Blue Eye, Krooked Kreak, Marble Falls, and Flippin to mention just a few. There is a good bookmobile program in the Arkansas River Valley Regional Library. House to house book service is being provided in the deprived areas around Dardanelle. The people of this area were some of the lowest income families in the nation until the work on the River Valley provided steady employment. According to Ms. Frances Neal of the Arkansas Library Commission, a lack of education and a lack of income lead to a lack of incentive. When a lack of incentive has been present for a few generations, reading naturally has very low priority and there has to be door to door service for this situation to change. Many of the libraries have station wagons in lieu of bookmobiles. This is the case in the cities of Greenwood and Waldron and the counties of Crawford and Washington in my Congressional District.

STATE INSTITUTIONS

In 1966, only one of the state institutions had not depended on donated books and magazines for library materials. They had limited budgets, if any, and only two had full-time qualified librarians. Twelve had library areas, but only one was adequate. In 1968 under LSCA Title IV A, a consultant and a secretary were hired by the Arkansas Library Commission to administer the program. Seven institutions were given priority. In Fiscal Year 1969, nine institutions submitted plans indicating availability of the required matching funds from the State. Additional institutions, including four newly established, applied each year for a total of 15 by Fiscal Year 1972. Local funds provide eight full-time and six part-time staff members in 14 institutions.

There are approximately 10,000 blind and 9,000 physically handicapped who might be eligible for talking book service in Arkansas. To reach the physically handicapped, service has been initiated in the six United Cerebral Palsy Centers.

HARRISON

Present legislation has been extremely successful in Harrison, the seat of the North Arkansas Regional Library, which is composed of Carroll, Boone, Madison, Baxter, newton, Marion, and Searcy Counties.

This area library, according to Ms. Frances Neal, is one of the most successful and best in the State not only because they have a very well qualified and dedicated librarian but also because the people want it to be a success. The Harrison library also has eight branch libraries, with each of the counties having at least one of them. They have developed a good chain and obtain books from the State Library in Little Rock as well as from the University of Arkansas Medical Center at Little Rock. This regional library also mails books to people requesting them.

This regional library operates on a budget of $70,000 a year and serves approximately 70,000 people. This amounts to $1.00 per capita as compared to $1.50 per capita for the State and to $6.00 per capita as recommended by the American Library Association.

ECONOMIC DEVELOPMENT

Economic development of an area depends on information services. Before industry will invest in an area, they want to find out as much as they can about an area, such as the public facilities available, the man-power available both for the professional and blue collar positions, and the resources available.

Also when private industry or public agencies apply for a development grant, in order to fill out the application form, much information both in statistical and in narrative form is needed about the area to be developed. Proposals are based on statistics, or what has happened in the past, in order to have some basis on which to determine future events.

The National Agriculture Library is a good source of information. For example, Mr. Loyd Peterson of Peterson Farms Incorporated, in Decatur in Benton County, who works internationally on chicken breeding, supplies international leadership. This firm uses the National Agriculture Library, of which unfortunately many firms are unaware. This library service needs to be advertised to increase its effectiveness and extensiveness of its use.

INTERLIBRARY COOPERATION

Mrs. Gretchen Schenk, a nationally known consultant, has said about the Arkansas Library Commission: "In its very brief history of library development Arkansas has applied the new concept of the 'cooperative approach' most judiciously and successfully.---Simply by proving the value of cooperation, library leaders have succeeded in laying the foundation of a type of library government and organization which may well be the envy of many wealthier and more densely populated states.

This cooperation which residents of Arkansas often take for granted in their libraries has hardly been thought of in some other parts of the country, much less experienced in many cities, towns, and rural areas."

In Arkansas, WATS contributes to interlibrary and interagency cooperation, since many libraries borrow books from other libraries and agencies. The library receiving a request for a book some other library has, calls that library and obtains the book for the individual. Arkansas State University at Jonesboro and the University of Arkansas Medical Center at Little Rock have TWX. The state agency has been asked to consider TWX or some other faster means of communication. Evaluation of this proposed service is needed.

Interstate Library Cooperation is provided by Act 419 of 1967, Acts of Arkansas. Presently the Arkansas Library Commission is participating in a project of Interstate Cooperation, SLICE, Southwestern Libraries Interstate Cooperative Endeavor with the states in the Southwestern Library Association and the states in HEW Region VI. This organization is very interested in providing continuing education for librarians. They also have a program now of filmstrips and cassettes to show librarians how to help shut-ins and handicapped use library services.

A specific project in Arkansas has been the potential of MARC II, machine reading cataloging, a project to help libraries have access to the card catalog at the Library of Congress, without taking the time to type all of the cards and duplicating all of the work. The Library of Congress with the MARC II system would send the information on magnetic tape which can be hooked up to the computer at the library. This system is very expensive and the program so far has not been properly funded. Federal funds need to be made available to help finance this system.

FEDERAL PARTICIPATION

In the opinion of the Arkansas Library Commission, there are many needs in Arkansas which have not been met for providing adequate library services in Arkansas. Improved library services will require a vast amount of federal, state, and local commitment and cooperation. Arkansas has proposed a five year plan to try to achieve some of its goals. In an evaluative report, the Arkansas Library Commission indicates there is a need for increased state and federal aid to encourage all counties to participate in multi-county systems. The goal is to have all 75 counties in 14 or less multi-county systems.

ACADEMIC LIBRARIES

Academic Libraries have made progress in the sharing of resources to provide improved library services. The Department of Higher Education has been active in this through its Library Committee composed of institutional personnel. The outlook for increased financial support and greater cooperation among libraries is encouraging.

A Union List of Periodicals published in 1972 by Arkansas State University in Jonesboro in cooperation with the Arkansas Library Commission contains holdings of academic, public, and special libraries, incorporating two earlier lists, one by the Arkansas Foundation of Associated Colleges and one by the Arkansas Library Commission.

CONCLUSION

In my work as a Congressman from the Third District of Arkansas, the library facilities are invaluable. Hundreds of research materials are utilized every day in doing research on pending legislation and for the hearings for Committee work, as well as to answer queries from constituents. Without the libraries, especially the Library of Congress, this would be an insurmountable task.

I am sorry that I am unable to attend the Convention, but I would like to thank you for this opportunity to present some information on Arkansas and particularly on my own Congressional District with regard to the library situation.

Mar. 3, 1977

National Commission on Libraries
1717 K Street N W
Suite 601
Washington, D C 20036

Gentlemen—

I do think your library which is the district headquarters of the Southeast Regional Library of Arkansas And naturally I want to improve its services. We are trying hard to do just that to the limit of our ability. Personally, I would not mind if it cost more to do it, but we have a one mill tax which doesn't seem to have much chance of being raised.

On your first issue, we do not have many people here who speak other languages but we do have the poor who do not speak good English - in both the whites and the blacks. It seems to me that the Commission in designing its national program should be a [illegible] approach to the needs of both sides of this question. Since we [illegible] widely varied the researchers and business men should be able to get their specific information - perhaps through the local library getting it for them from the State library.

We need to know how to let people know of the library services. We constantly tell them what they can find in the library through bookmobile and we have had articles in the newspaper telling them.

Our library is connected with the State library and has always given excellent service when they do not have the needed information. Because the State has the trained staff necessary for this. If this arrangement were fast enough [illegible] should be able to get it within a few days.

We have [illegible] system in better [illegible] at [illegible] constantly [illegible] dollar for a two months loan and I find it excellent and well worth the money. As we get more pictures we find that more and more people are using this non book service

The library is something we see and enjoy from our taxes It would not be enjoyed by so many people if only those using it were paying for it. I still think that taxes are the best answer to the cost of it

Because of the difference in the sizes of the libraries, the differences in the location and the people they serve I do not feel that the Federal Government should require certain standards of service It would be a hindrance to a small local library It might be good for larger libraries in a City but not for smaller libraries in rural areas

Sincerely

Gertrude L Hall

Mrs G Lyman Hall
Rt 2
Tillar
Arkansas 71670

TO: National Commission on Libraries and Information Science

FROM: Richard Harper, Trustee and Systems Advisory Council Member

SUBJECT: Written Testimony, Southwest Regional Hearing

Preface: Pages 5-21 in your Annual Report for 1972-73 were fascinating in that all the information, regardless of the region reporting, was valid for one or more sections of Texas.

Texas is a state of extremes, not only in size but also in climate, wealth, topography, culture and racial mix. San Antonio is predominately Mexican-American with Spanish influence reflected in architecture and other cultural outlets. This influence is found in El Paso and other border cities.

The Spanish influence and "Southwestern culture" have been largely lost in the major metropolitan areas. The Mexican-American population tends to be smaller on a percentage basis. They are less organized and defined than Blacks.

A large portion of the major cities are populated with people who have come to Texas from all sections of the United States, many brought here by major corporations relocating national headquarters or establishing large regional operations. The most notable transition began with the end of World War II and has gained momentum in recent years.

Minority groups are segregated, from a practical standpoint, in most smaller communities while the large cities are showing success in true integration, far surpassing the progress of many major cities in the north.

Extremes in conditions and attitudes often exist side by side. They are most noticeable in the exploding metropolitan areas. The heart of a village named Vickery, now part of Dallas, is three blocks from Northpark which is one of the nations largest enclosed mall shopping centers. While Neiman-Marcus and Lord & Taylor sell high style fashions, Vickery's most important retail business remains the long-established feed store.

A few miles north, the incorporated town of Renner still fights progress but is surrounded by some of the most expensive property in the metropolitan area. As they did at the turn of the century, men gather daily to play dominos in the general store which also serves as post office, city hall and the only gasolene station in town. Renner "cannot afford" a school system while a half mile away some fifty million dollars worth of construction is underway on the campus of the University of Texas at Dallas. They can't afford sewers or city water in spite of the fact many families are millionaires, having sold their out-lying farm lands to developers. The money is safely deposited rather than spent for "luxuries." These people fight progress not because of poverty but because they fear change.

Old time politicians still rule the rural counties and villages. The most extreme type of conservatism dominates the rural politics.

You can find anything in Texas from seashores to mountains. The testimony should be just as varied. The following comments are personal opinions.

1. Information needs, desires and demands of users.

Large libraries range from excellent to outstanding based on both collections

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You can find anything in Texas from seashores to mountains. The testimony should be just as varied. The following comments are personal opinions.

1. Information needs, desires and demands of users.

Large libraries range from excellent to outstanding based on both collections and services. Suburban cities often have excellent facilities and innovative programs. Some of the isolated communities having libraries offer less to their patrons but can serve their needs through inter-library loans, still a vital program in spite of the withdrawal of federal funds.

Service is being emphasized by organizations such as the Texas Library Association with good response by the librarians.

Communities with developing libraries are tending to become aware of the demands of their citizens and are beginning to resist pressures from library circles to standardize collections.

State projects and cooperative programs are too often contingent upon a library meeting standards derived from other sections of the country where basic needs are different. This too often results in aid being misdirected. Successful libraries benefit while the struggling library doesn't qualify for either funds or services they desperately need. Most of the small units do not ask for money, only open communications, advice and the opportunity to participate in cooperative programs.

Areas of the country where Carnegie Libraries could be found in virtually every hamlet have different needs than rural Texas communities where most of the population have never been inside a library. ALA standards are fine if used as a goal but tend to be as restrictive in establishing a library as requiring students entering high school to hold a Bachelors Degree.

People who have not grown up with library services must be enticed into tasting a new treat.

2. Adequacies and Deficiencies of Current Libraries and Information Services:

Numerous counties in the state of Texas have no libraries. Many Texans have never been in a library while others have used libraries only while attending college. Innovative, basic services are needed.

New standards are a definite need. As stated in your report, rural people will be tomorrow's urban patrons, for the young are taking advantage of educational opportunities, discovering new horizons and refusing to return to the low income areas.

Statistically, substantial progress is being made in spreading library services. Smaller communities try to keep pace with the cities, especially in cases where their very existence requires progress. Civic pride at times makes a library a status symbol and this can lead to competition between towns. Potentially, this is a fragile situation if they fail to supply services of interest to the local population as the libraries could disappear when budgets are strained. Libraries must welcome people, cater to their needs and fulfill desires as no other media can accomplish. Empathy is as important as professionalism.

Publicity. Communications. Public relations. These are vital requirements. The public must be kept informed and "sold" on new programs.

3. Funding Problems of Libraries:

New and emerging libraries need help. Communities should demonstrate interest in a tangible way before state or federal funds are provided but why must this be in the form of matching funds from taxes and/or individuals? The term "funding" has become over-used and tends to halt all creative thinking.

What has happened to American ingenuity? World War II servicemen gained worldwide recognition for their skill in using available materials to bring some of the comforts of civilian life to remote combat areas. During post-war years, and again in this period of inflation, do-it-yourself materials have been sold in amazaing quantities.

In the case of libraries, the demand is for funding, quantity and so-called "professionalism." Communities that can find a way to get a library are then faced with failure to meet all other requirements in spite of often providing fine service.

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A community library that is built with donated materials and labor has a far better chance of ultimate success since it is a community project. When citizens pour their souls and sweat into a project, the result becomes a part of their lives, they are proud of their accomplishment, and they encourage the maximum use of the facility. They don't care if the service is provided by volunteers, especially if they can't afford the salary of a trained librarian.

Under most systems, grants are given to established libraries based upon size and local tax support. Tax support is figured on the basis of dollar value per capita, not on the ability to raise such taxes. The large or affluent communities, including my own, thus receive the most support and need it the least.

Established libraries with adequate funds for operations should be supported by state and federal taxes to the extent they serve outlying communities having no service or inadequate facilities. In no event should the strong libraries be weakened or over-burdened for the sake of equalization.

Specific recommendations:

a. Federal revenue sharing programs, both local and state, should require that at least a specified percentage of the funds be used for programs aimed at the cultural development of the citizens, strongly emphasizing library services. As long as there are open alternatives, projects will be selected on the basis of political appeal.

b. Substitute workable guidelines for existing standards. Help remote communities which need support and demonstrate a desire for such service. Maximize the benefits from such funds.

c. Continue the development of effective library systems to avoid duplication of needed but seldom used materials.

d. Expand the services of state libraries and a national library, whether it is the Library of Congress (a logical choice) or another facility.

e. Do not further segregate minorities through special programs that are too limited. Cultures should be shared. This does not mean that various out-reach programs should not be strengthened, but rather that these should provide a bridge leading minorities into full status as citizens.

f. School libraries on all levels should be funded by governmental bodies on the basis of need and the effectiveness of programs. A good school library developing the interests of students can be a major aid in creating the demand for better community libraries.

g. College and university libraries willing to share their resources with the community should certainly be considered for tax support.

4. New Technology in Information Service.

Experimentation should always be encouraged, on a logical basis with a goal.

It has been interesting to observe the reaction to projects such as MARC and OCLC. Most librarians and many of the speakers discussing the programs do not understand the systems and cannot adequately define either benefits or the ultimate goals. However, it appears to be a sign of sophistication to toss around the initials and a few catch phrases. This type of system does have a fascination and hopefully, will lead to services that will save time and costs for both large and small libraries.

Good audio-visual departments can be found in large Texas libraries but materials are not in wide spread usage throughout the rural areas of the state. The equipment tends to be too expensive and to date, library systems have not found a safe method for distributing projectors and other costly items.

Observe the size of the state. The tremendous distances between communities create major problems and have also made cable television impractical at this time.

5. Human Resources.

As previously mentioned, Texas is a state of extremes. State funding and state-

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5. Human Resources.

As previously mentioned, Texas is a state of extremes. State funding and statewide services rank near the bottom of all ratings, but within Texas are some of the finest libraries in the nation. Texas has one of the most active and progressive state library associations.

The Texas Library Association leaders tend to be objective and realistic in their consideration of programs that best serve the interests of citizens. These library administrators are invariably true professionals.

At the other end of the scale are the librarians who demand they be called professional before the ink is dry on their mass-produced master degree diplomas. The problem seems to originate with the library schools, although I understand many provide excellent training.

Many of these graduates are less equipped to inspire the average library user than the "little old lady" type of librarian who, without even a high school education, can share the fascination of learning through reading and listening. This comes from love of library materials and interest in people.

From all indications, the standards set for library school students is far lower than other professional schools. Courses appear almost impossible to fail and the knowledge gained by students too mechanical.

Library school graduates tend to follow the path of doctors who are not interested in "general practice" or willing to accept the low income they can earn in smaller communities. There is an alarming over-supply of graduates in the large cities with many finally escaping into another career or marriage. In the meantime, the smaller communities can neither find nor afford qualified personnel.

Several of these factors have been reported in former hearings. To expand or emphasize possible solutions, I recommend:

a. "Co-op" programs be established in library schools similar to the programs for engineering and business administration majors in numerous schools such as Northwestern, University of Cincinnati and SMU. Make on-the-job training mandatory. Since salaries for such students are often relatively low, this could provide one solution for staffing some of the small libraries. Such training could prove to be a fascinating learning experience.

b. Establish a recognized library technician program in junior colleges. Recognize such technicians in establishing standards for small libraries.

c. Establish short courses for students of all ages who could help provide needed library services. These could be basic training courses, turning out assistants for librarians to meet the same relative needs as a licensed vocational nurse provides in the medical field.

d. Start emphasizing human needs as well as program techniques in the fully-accredited library schools.

6. National Networks and Library Cooperation.

Networks can potentially fill many voids on a country-wide basis but should be limited to the more specialized fields of reference materials. Since sophisticated systems for telephoto transmission of documents are already in wide-spread use in the business field at a practical cost, there seems to be fewer reasons for establishing numerous major information centers around the country.

Systems programs can provide excellent service within a state network providing they establish realistic standards for membership so as not to exclude libraries that are most in need of such help.

Cooperative programs, especially within metropolitan areas or counties, can provide better service while avoiding costly duplication.

State agencies should definitely be strengthened, not for the purpose of controlling libraries, but to offer assistance and expertise when needed.

Mr. Richard Harper
Member, Northeast Texas Library System
  Advisory Council
300 Bishop Ave.,
Richardson, Texas 75080

2/4

HJM

Haywood Jordan McCowan, Inc.
Architects and Planners

1802 So. W. W. White Rd.
San Antonio, Texas 78220
(512) 337-5250

February 26, 1974

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and Information Science
Suite 601, 1717 K Street, N.W.
Washington, D. C. 20036

Dear Mr. Burkhardt:

Minority needs for library structures inevitably require the very highest level of architectural design and community planning. Properly done, the library serving a predominantly minority area can realistically relate to the community in a way which will add strength to virtually every facet of the area. Combined with realistic community planning the library can relate to churches, schools, playgrounds, shopping centers, apartment complexes and housing to reflect the inner culture of the area being served.

I along with my associates have a keen interest in attempting to relate in this type of program. We believe a fair measure of success has been achieved. Funding, of course, is inevitably difficult. Therefore, we strongly recommend that the National Commission on Libraries and Information Science strive to provide a means whereby architects, community planners, and engineers can have backing and support to publish in depth philosophy relating to libraries and similar type structures in minority areas. We believe the views of the minorities need to be reflected through architecture and this does require many years of thought-provoking study and mediatation-time that an individual engaged in earning a living cannot normally spend without some type of subsidy.

We hope you can share this concern and perhaps help us broaden the base of information relating to minority architects.

Sincerely,

Norcell D. Haywood

Norcell D. Haywood, AIA

NDH/cmb

Members of American Institute of Architects Offices in San Antonio & Houston

RAY ELLISON HOMES ■ RAY ELLISON DEVELOPMENTS ■ RICHMOND LUMBER CO. ■ LACKLAND CITY WATER CO.

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GERALD C. HENCKEL
VICE PRESIDENT

March 4, 1974

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and
Information Science
Suite 601, 1717 K. Street, N. W.
Washington, D. C. 20036

Dear Mr. Burkhardt:

Thank you for extending to me the privilege of submitting a statement concerning libraries. As a former City Manager for the City of San Antonio, and as an administrator in private business, I feel keenly the need to strengthen on a National basis the Books by Mail Service. This program was initiated in San Antonio during the time that I was serving as City Manager and it was one of the simplest programs to justify for the Library Board and a critical cost-conscious City Council. The Books by Mail service provides every library throughout the Nation with an opportunity to economically and realistically reach those people who perhaps can most benefit from library service. In San Antonio all citizens of the City and the County were served under the program and one of its chief goals was to reach the physically handicapped, those individuals who are unable to personally visit libraries, and the mother with small children at home.

The National Commission on Libraries and Information Science could do a very real service for the San Antonio libraries and the Nation by exerting every pressure to maintain a low library package book rate. A special low book rate for libraries obviously could be considered a subsidy but it is one of the more logical and meaningful ways in which the government through the postal service can provide substantial value to citizens who can benefit from the service.

Incidentally, many businessmen throughout our area profit from the Books by Mail program. They simply call or have their secretary call for pertinent information and requests are submitted by subject, or by title and author. The Books by Mail program started in San Antonio in 1968, is still a relatively new concept among municipal libraries and is one that definitely needs to be encouraged by a group with the far reaching impact that yours has.

Sincerely,

Gerald C. Henckel

Gerald C. Henckel

GCH:ls

4701 Donna Drive
New Orleans, La.
7 March 1974

National Commission on Libraries
and Information Science
1717 K Street, N. W.
Suite 601
Washington, D. C. 20036

Gentlemen:

In response to your request for comments on the issues before the commission, I am pleased to submit the following:

1. Priorities for Service. In my opinion, the use of tax dollars to enable libraries to reach people who are now poorly served, is far more important and more justified than to provide what you term "vital, specialized information needed for national progress". This sounds to me like providing information to private industry.

The furnishing of such information, it seems to me, is a function of industry, particularly those industries which specialize in research and development. No small amount of tax money is already being spent on these industries and for further tax dollars to be spent on provision of information which would be primarily utilized by these companies is not warranted. I have the same feeling about government-supplied information to private (commercial) activities of any kind, such as hospitals, universities, manufacturing firms, etc. All these activities are being subsidized in one way or another by the federal government and I think this subsidization should be decreased, rather than increased.

2. Improved services and community relations. I think the only improved services which are really needed are longer hours per day and more days per week in the case of neighborhood libraries. New Orleans is one of the best cities I have seen in this respect. The East Orleans Branch is open 7 days per week at present.

3. Deficiencies in service. The East Orleans Branch Library DOES have ready access to the collection of the main library and I have already had occasion to use it, to a limited extent. The only drawback is in the amount of time required to obtain such material. I assume the delay is involved because of the usual beaurocracy in the main library. If there were a teletype available, it might well speed up the service considerably.

The staff of the branch library, and the collection, satisfy most of my (literary) needs now. I would guess that the back-up expertise of a trained reference staff at the end of a communications link would be of considerable assistance, though I do not know how frequently requests for their services would occur. The head of the branch library should be able to furnish you with this information.

4. Nonbook services. I have never used a nonbook service at the library. I do not, therefore, feel qualified to comment on this subject.

5. Paying for service. I think it is only fair for all the citizens to continue to pay for libraries through taxes. For "user" charges to be levied, as seems to be the latest "thing" would be unfair, extremely unfair, to school children, to the poor and to the hard-pressed middle-income citizen who already bears an unconscionably large share of the economic burden in these United States.

6. If the Federal Government becomes too involved in the public library program, at the state, city, or community level, I fear it will ruin these programs by sheer weight of its monstrous beaurocracy. As in so many federal programs, most of the money appropriated will go to salaries of federal beaurocrats. These individuals, at the top levels (and pay scales) are political appointees who are, in general, abysmally ignorant of the jobs to which they are appointed. Career people, in the middle levels, are primarily interested in pyramiding their staffs, since this is the sole road to promotion. The lower-level people - well, you take it from there.

The present public library system has certain inherent drawbacks but if the Federal government siezes control of it, it will be as bad as the rest of the federal agencies: strangled by red tape, administered by lawyers, venal, irresponsible, inefficient and big-business-oriented. To check out a book would probably require filling out a 5-page form, in quadruplicate.

Sincerely yours,

Paul W. Hopkins

CITY OF AUSTIN

CITY COUNCIL
Roy Butler
MAYOR
Dan Love
MAYOR PRO TEM
COUNCILMEN
Dr. Bud Dryden
Jeffrey M. Friedman
Berl L. Handcox
Lowell H. Lebermann
Dick Nichols

Dan H. Davidson
CITY MANAGER

THE AUSTIN PUBLIC LIBRARY
P.O. BOX 2287
AUSTIN, TEXAS
78767

David Earl Holt
DIRECTOR OF LIBRARIES

March 14, 1974

STATEMENT OF DAVID EARL HOLT, DIRECTOR OF THE AUSTIN PUBLIC LIBRARY, FOR THE NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

Libraries don't serve everyone. They never have; they never will. Most libraries, public libraries in particular, serve a cultural and intellectual elite minority. This minority manages to find what it wants in our poorly organized and illogically cataloged libraries with amazing efficiency. This group (not necessarily rich or well-educated) uses the library resources for both general (recreational reading) and specific (the phone number of a company in another state) purposes. The rapid assimilation of information plays a large part in their lives. They read widely; they buy great numbers of books; they subscribe to a variety of magazines; and they have many, many friends and acquaintances with whom they exchange information--on an equal give-and-take basis. To them, strong, well-supported libraries are an essential part of their existence.

In concerning itself with the "non-user", libraries should divide non-users into two groups: the "potential user", and the "never-user". The "potential-user" will become a member of the "elite minority" once he is made aware of the treasure of useful information at his disposal in the library. On the other hand, the "never-user" is satisfied (and this is not to discredit him) with the information he gleans from: his local newspaper, a few general interest magazines, television and a small circle of friends.

Any public library is the mirror of the community it serves, reflecting that community's concern with society's lasting values. Strong local support to serve this end should be encouraged by the federal government, but never in such a way as to threaten local autonomy.

On the other hand, interlibrary cooperation should be aided and subsidized from outside sources. The goal, in this sense, would be an "entity" consisting of strong, locally supported libraries "tied" together through a standard interlibrary cooperation contract--the "network" operation being administered by a Bureau level officer.

David Earl Holt

LIBRARIES

WINDHAM SCHOOL DISTRICT

TEXAS DEPARTMENT OF CORRECTIONS

The Windham School District, created by legislative act in 1969, operates totally within the confines of the Texas Department of Corrections. Its purpose is to meet the educational and vocational needs of more than 17,000 inmates, 90% of whom are public school dropouts, and 20%, illiterates. The school program ranges from classes in developmental education through high school. Additionally, a junior college program leads to an associate degree, and plans are well under way to begin a four-year college program in September, 1974.

The administration of the Texas Department of Corrections feels that the libraries are an essential element in these programs, and that materials must be available for recreational and leisure needs as well.

Since, 1970, a certified staff of librarians has been at work modernizing and standardizing the libraries on sixteen units. Since October, 1973, the staff has held library orientation classes with more than 7,000 inmates, helping them learn how to use the newly established card catalogs and the reorganized libraries. With few exceptions, these people have never had an opportunity to use a library. Their amazement in learning that books are grouped by classifications that cover the field of knowledge would be amusing were it not so sad a commentary on the failure of society and/or the public school systems to provide such information before they became dropouts from school, society, and life.

In September, 1974, the library staff is planning to establish an in-depth pilot program in reading guidance on two of the units. Discussion groups using transactional techniques and multiple copies of many books will seek to establish the idea of self-analysis and a motivation to broaden the individual's scope of knowledge, information, and pleasure in reading.

The system's libraries utilize the interlibrary loan services of the Texas State Library, and at present, are the largest user of this service in the state. The interests in reading and self-improvement among the inmates is great, and the available budget can not possibly meet the needs and interests of all. Since, in numbers, there is an almost complete turnover in population every two years, it is evident, even mandatory, that the correctional facilities be given help in providing as much and as varied a range of information and materials as it is possible to have.

The inmates of correctional facilities can no longer be relegated to the confines of the prison and forgotten, for most of them will become men and women on the streets again. Their sojourn behind the walls can be used to further embitter them, or, on the other hand, it might be used to help them reevaluate their lives, establish worthwhile goals, and to reenter society with a purpose in life.

I urge the National Commission on Libraries and Information Science to include all correctional facility libraries in any overall plan for national improvement in the dissemination of information.

Mrs. Aline House
Director of Library Services
Windham School District
Texas Department of Corrections
Huntsville, Texas 77340

TESTIMONY OF NEEDS

SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

- Certified Librarians
- Library Aides
- Additional Funds to purchase required number of books per grade and per subject area
- Funds to provide for elimination of outdated and damaged books

- We have 12 schools in our district and have a library in each school, however, the physical plant in almost every case needs to be updated .

Another part of the physical facilities is....

- Furniture
- Correct, useable and adaptable library furniture
- Repair rooms and repair kits
- Audio Visual materials, such as tapes, cassettes, film strips, records

We are in need of materials that could be used in ethnic cultures .

Joe C. Hutchinson,
Superintendent of Schools
South San Antonio Independent
School District
San Antonio, Texas 78224

March 11, 1974

National Commission on Libraries
and Information Science
1717 K Street, N.W.
Suite 601
Washington, D.C. 20036

Sirs:

As a member of the community and as a parent and grandparent, I have always felt that library services should be available to all members of the community. The cost of library service like all other services available to the public in larger cities will be more costly each year, however it is essential that every effort be made to maintain and increase library and information sciences.

Present and future needs for information is steadily increasing and it is my feeling that the library is capable of meeting the needs of its users. There will be some situations where the library will have to change some of its practices to meet the changing needs for materials other than books. Concerned parents and other members of the community will be willing to offer suggestions and make sincere efforts to get additional funds for added library services.

My personal views and knowledge of the library and its services are limited, but I am fully aware of the pressing need for continued library services. I am committed to doing what I can to work for improved and more complete library service in the future.

Sincerely yours,

Clifford Johnson

Mr. Clifford Johnson
1605 Lombrano
San Antonio, Texas 78207

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STAFF DIRECTOR AND GENERAL COUNSEL

United States Senate
COMMITTEE ON BANKING, HOUSING AND URBAN AFFAIRS
WASHINGTON, D.C. 20510

March 28, 1974

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and
Information Science
1717 K Street, N.W., Suite 601
Washington, D. C. 20036

Dear Mr. Burkhardt:

Your request to submit a statement to the National Commission on Libraries and Information Science prior to its Southwest regional hearing in San Antonio on April 24 is appreciated.

My observations which will be brief are outlined below:

(1) The establishment of the National Commission on Libraries and Information Science is commendable, and its planning function, if we are to identify the library and information needs of our people, is essential. I commend the National Commission on inviting testimony and welcoming the views of citizens throughout our country.

(2) Although I am serving my first term in the U. S. Senate, I served eight years in the Louisiana Legislature, and am therefore aware of the important leadership role of the state library agency. I am aware also, however, of Louisiana's need to assume a higher share of State Library funding. For much too long, ongoing operations have been financed chiefly with federal dollars.

(3) Libraries are finding their sources of funds becoming less able to provide the support necessary for adequate programs. Faced with rising costs, libraries are looking for ways to economize through improved lines of cooperation, sharing staff expertise and book materials whenever feasible. For several years the idea of a coordinated library system on the national level has been discussed, and this seems an opportune time to implement such a system

with long range goals and objectives. The National Agricultural Library has been sponsoring regional cooperative networks; Ohio College Library Center and the Southeastern Library Network, of which the Louisiana State University-Baton Rouge Library is a member, also are examples of cooperation on a regional level.

(4) The Library Services and Construction Act since its inception in 1956 has proven its worth and, in my opinion, has been a highly effective federal grant program. For example, Louisiana's allotments under this Act have made possible, among many other benefits, the coverage of the state with public library service (now locally funded) and the beginning of the establishment of regional library systems for the improvement of service; the beginning of library service in our state's health and correctional institutions; improved service to the blind and physically handicapped; and interlibrary cooperative programs to assure better and quicker use of all resources.

(5) I am convinced that the Administration and Congress should continue to support the funding of the Library Services and Construction Act through its authorization on June 30, 1976.

(6) I recognize the federal government's responsibility to cooperate with local and state governments "in assuring optimum provision" of library and information services (to quote the National Commission). It is up to librarians, library trustees, and interested citizens to determine in a joint nationwide effort the library needs of our people and set goals to meet these needs. At the earliest possible date, the unique role of the federal government in this important effort must be clearly defined.

(7) Through the use of computers and the electronic media, library horizons are expanding. Direction and planning is needed, and the National Commission on Libraries should concern itself with a coordinating system to make the best technology in library service.

My best wishes for a productive hearing.

With kindest regards, I am,

Sincerely,

J. Bennett Johnston
United States Senator

JBJ:ss

Testimony of Stephen Juhasz

Editor, APPLIED MECHANICS REVIEWS

Southwest Research Institute
P.O. Box 28510, San Antonio, Texas 78284

REGIONAL HEARING ON NATIONAL COMMITTEE OF LIBRARIES AND
INFORMATION SCIENCES, APRIL 24, 1974

RE: LIBRARY FLYERS

Being a person in the abstracting business and also one who is a little impatient, I wish to pick up whatever descriptive literature is available at any public place which I visit, such as a museum, theater, restaurant or library. I find such material available frequently, but just as often I do not. Surprisingly quite a few libraries lack such printed information.

It is my belief that the presence of such material is important both for the library and its users. This descriptive literature can be as short as one page, where on one side the text would appear and the other side would be pictures, road map and/or floor plan. It could be more extensive if the library so wishes. It is my suggestion that the National Commission encourage libraries to prepare such a sheet or pamphlet when it does not exist.

The minimum of information on any such descriptive literature should be as follows: name, location, short history (starting date), available services, specialties, size of staff and collection and conditions of borrowing and late penalties. In cases where library is not an independent organization, the name of the parent organization should also be given. It is also quite important to outline the clientele who may use it under no restriction, and if there are restrictions they should be listed.

The cost of having any descriptive literature of this nature (if it is on one sheet) is negligible compared with the usefulness and public relations value it offers. Incidentally, it could be used not only in the library proper to which it refers, but also in other libraries. For instance, a public library could have pamphlets of some special libraries in its geographic area.

7054 N. Magic Lane
Tucson, Az. 85704
April 18, 1974

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and Information Science
Suite 601
1717 K Street, N.W.
Washington, D.C. 20036

Dear Mr. Burkhardt:

Thank you for your letter inviting me to tell the National Commission on Libraries and Information Science how I feel about library service. I regret that I cannot testify in person. It is my sincere hope that many other career homemakers will be at the San Antonio meeting April 24th.

We are fortunate in Tucson to have library administrators and staff members who truly care about serving the public. Tucsonans passed a bond issue recently providing funds for expansion of library services. Library administrators are in the process of conducting community discussions regarding future planning.

During many years of volunteer community service there have been so many times when the availability of library facilities, programs, and enthusiastic staff assistance contributed to success in service projects. I recall one particular summer when several parent volunteers worked as a team tutoring minority children with reading problems. Although the community center where we worked had limited resources, we were able to overcome some of our difficulties by coordinating our project with a public library summer reading program.

One of the children came from a Spanish-speaking home. I will never forget the day we took this boy to the library for the first time. He came with reluctance. Cordial Spanish-speaking staff members soon dispelled the youngsters anxiety and helped him feel welcome. Finding bilingual material was a bonus, too. Nervous apprehension was replaced with happy anticipation or subsequent library excursions.

This experience prompted me to provide a similar library visit for a Spanish-speaking matron in my adult literacy class. She was shy and uneasy about speaking English among strangers, but obtaining a library card from friendly Spanish-speaking library personnel was a pleasure instead of an embarrassing hassle. I doubt if she would have attempted this without assistance.

My own two children learned to think of libraries as recreation centers long before they enrolled in school. For many summers our family lived in a variety of locations. Sometimes we were housed on military bases. But wherever my husband's employment took us, locating the public library was always a part of exploring a new area. The children's sections of libraries across the country were my salvation. Whether these facilities were just the corner of a room, a bookmobile, or a separate reading center, friendly librarians and a variety of reading materials were sincerely appreciated by this parent.

I spent about five years researching and writing two annotated bibliographies of books for recreational reading with special appeal for bilingual/bicultural and minority children. Enthusiastic, supportive librarians were of great assistance. My greatest problem was locating books, especially recent publications. In Tucson and elsewhere, insufficient library funding limited the availability of books.

As my children have matured, my interest in library services has developed into a greater awareness of school library needs. In my school district parents must lobby for increased library support at budget hearings. It is painfully slow to go through the process of electing school board members who truly understand the role of professional school librarians and the value of fully staffed learning centers. It is shocking to discover that many educators are not aware of the variety of library services that could be available if adequate funding for professional staff were provided. If state and federal funds are available do administrators know of them and how to apply? My school district has received some federal funding for school libraries, but most of it comes through local support. Even if parents knew what library support to request, state laws limit the amount of local funding permitted. Lack of understanding of the importance of good school library service must be a national problem. Why is it that when school budgets are cut, library services are chopped first?

I have had the privilege of visiting federally funded demonstration elementary school libraries in the Phoenix area. Insufficient funding makes such facilities unlikely in my school district. But I can dream! The new elementary school in my neighborhood, an affluent area, opened with a media center housing about five books per child. Uninformed parents are impressed with attractive school facilities. Prospective buyers rush to purchase homes in this area, equating new buildings with excellence in education. In point of fact, schools in older neighborhoods which have had years to accumulate media materials can provide greater opportunity for learning enrichment. In my neighborhood, knowledgeable parents arrange and carpool for weekly treks to our nearest public library, a distance of about eight miles, depending on a branch library to provide educational enrichment for our families.

There are several shopping centers within easy driving or biking distance from my home. I wish our library could have store-front operations in these one could patronize daily. We are grateful for the bookmobile, but many more area residents could be served if one could patronize a library service center as one can the grocery store, the dress shop, the bakery, and the drug store.

In Tucson library facilities are used for everything from candidates meetings to discussions of bicycle paths. Greater community involvement generates greater public support. Hospitals and social agencies welcome young people in volunteer programs. Many schools now offer academic credit for supervised volunteer service in community agencies. Many nonusers of library facilities could be reached through voluntary library aides working in community outreach projects if staffing were sufficient. It takes time to work with volunteers. Too often paid professionals cannot keep up with existing job demands.

As Community Schools programs are developed and year-round school plans come into wider use, community library services and community education efforts will need improved communication and coordination. Taxpayers demand accountability. Our greatest problem is educating the public. Let's get articles into Ladies Home Journal, for example, instead of the Library Journal.

It seems to me that a massive national campaign is in order. It is long overdue! In reading the summaries of the six issues before the Commission, I wondered just how many people really understand what library service can be? As a taxpayer I do not begrudge one dollar spent at any level of government to supply library services across the country. Education is a life-time process and is not limited to formal academic settings. I'll gladly help pay for library services that help raise our national level of learning and achievement. The public needs to be informed about the benefits of library service just as much as it needs information about health and nutrition!

We live in an exciting, frustrating era. As communities and life-styles change, new forms of community-centered library services can benefit all of society. It is imperative that libraries continue to be "important places for public education, recreation, and community information." Your greatest challenge is to provide vigorous leadership, guidance, and federal funds!

Sincerely,

Charlotte M. Keating

Charlotte M. Keating
(Mrs. Kenneth L.)

K+E

KEUFFEL & ESSER COMPANY

8123 Broadway / San Antonio, Texas 78203 / 512-824-7441

Kargl Instruments Plant

March 15, 1974

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and Information Science
Suite 601
1717 K Street, N.W.
Washington, D.C. 20036

Dear Mr. Burkhardt:

I applaud your efforts to improve the nation's library and information services and am in agreement with the general goals that you are developing.

It seems to me that an increasing use of microforms can contribute greatly toward the implementation of these goals. You are probably aware of the many advantages inherent in microforms. Two factors are very evident in the lack of application by present libraries. One is the cost of the relatively sophisticated equipment required for generating, disseminating and using microforms compared to local library budgets. (Little work has been done toward developing systems specifically for libraries. Most systems have been pointed toward industry with less regard for capital costs, etc.)

Second, design and development has been mostly pointed toward industry rather than to the special needs of the library and information services.

Typed on PEN-A-CO Bond for Translucent Systems Copying

I would like to suggest that your Commission include expertise in the general field of microforms so that the benefits of space, publishing time, quick access, expedited dissemination and low cost can be considered in your future planning to provide nationwide library and information services.

The state, regional and city library systems can and certainly should be the cornerstone of the programs you will evolve. Extensive training will, of course, be required to utilize the many advantages of microforms but the benefits in cost and response time would be worth it over a period of time both from cost as well as in the timely advancing of your goals.

These are my personal comments and not those of Keuffel and Esser Company.

Sincerely yours,

Ray A Kelsey

Ray A. Kelsey, P.E.
Plant Manager

RAK/bc

The University of Texas
Health Science Center at San Antonio
7703 Floyd Curl Drive
San Antonio, Texas 78284

Library

(512) 696-6271

STATEMENT PREPARED FOR THE HEARINGS OF THE NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE IN SAN ANTONIO, TEXAS

Thank you for the opportunity to offer written testimony to the Commission's regional hearing in San Antonio on April 24, 1974. I have followed with interest the Commission's efforts to promote and rationalize a national system of storing and disseminating information which is so vital to our well being. It is vital to everyone from the most sophisticated scientific investigator to the most unskilled citizen, but it is vital in many different ways, and in many different kinds of relationships, so no universal solution will be effective across the broad spectrum of our needs.

We have just begun to exploit the exciting new advances in technology which offer the opprotunity to develop truly responsive and efficient information networks. We in San Antonio have moved in this direction by creating a local consortium called the Council on Research and Academic Libraries about which I am sure you will be receiving additional testimony. It is one example of how libraries have gotten together regionally to share resources and to utilize the new technology. One danger at this point in the development of a national information system is to place too much reliance on monolithic centralized systems, rather than to assist in the development of local and regional consortia that can link together to serve as effective nodes in such a system. True, we must be constantly alert to try as much as possible to develop these components along compatible lines, so that they can eventually join together in a coherent system, but this can be done by providing effective national guidance and direction.

There is an even more serious issue in my view, and perhaps one to which the Commission has not paid sufficient attention, and that is the use and control of intellectual property, or copyright. This is a right the Constitution confers on "authors and inventors" for the purpose of promoting the progress of science and art. It has recently appeared as if a threat was posed to the public interest in this area, not so much by the authors and inventors, but by the producers or manufacturers of the vehicles by which their creative efforts are disseminated, by a suit brought against the government to restrain them from facilitating the free flow of these materials by means of photocopies. It was only the courageous and forthright action of the National Institutes of Health and the National Library of Medicine, which has temporarily thwarted this restraint through a court action favorable to libraries. However, as long as this ambiguity remains regarding the rights of the producers or writers (usually surrendered to publishers without compensation) the rights of the manufacturers (publishers and printers) and the rights of the purchasers and users of information, the threat to the development of truly effective national information networks will remain.

These issues have been argued in congressional chambers and innumerable public forums, and there is probably very little new that can be said here. Two of the basic fallacies of the proponents of copyright restriction involve their failure to discriminate (1) between the role which the scientific periodical plays as a vehicle and the role which it plays as a repository of information, and (2) between the literature of science and the general literature. The scientific journal plays its role as a vehicle when it is sent out to individual and library subscribers, as a means of alerting readers about information which may be relevant to their needs. The pricing structure in journal production presumably is predicated on this factor, and presumably the journal publisher or printer arranges his prices so that he is adequately compensated for his investment and participation in the dissemination process. The scientific writer as we know is seldom or ever compensated for his efforts, and in fact frequently has to pay a premium to surrender his rights to the publisher. After it is disseminated in this way the journal spends the rest of its shelf life as a part of the record, a role in which it plays its primary function in the inter-library loan process. The greatest use of periodical literature generally comes after it is no longer available from the publisher, and libraries use mechanical means of reproducing the copy instead of sending out the original or making someone copy it by hand. The photocopy process has greatly facilitated retrieval from the archival record, and to introduce economic restraints at this point which are difficult to administer and punitive to the user, would constitute an unnecessary and intolerable tax on knowledge.

The scientific literature differs from the general literature in other ways as well. I am not nearly as knowledgeable about the pricing policies in non-scientific literature, but it seems to me that the economics in that area are based to some extent on the chances of an occasional "hit" or "best-seller" which could compensate the producer for those efforts which do not produce an adequate return on risk capital. To put scientific literature into the same class with the general literature, is, to state the case at its extremes, to equate the "Itty-bitty Green Bikini" with Einstein's first paper on relativity. We all, of course, want publishers and printers of scientific periodicals to prosper, because we depend on them for the dissemination of scientific information. There is a point, however, at which the welfare and profits of publishers should not take precedence over the welfare of the scientific community. The Commission could make a great contribution if they would help to clear up some of the ambiguities involved in these issues, and to help resolve them in favor of the public welfare upon which copyright principles are based. The development of effective national information net-works depend a great deal on such a successful outcome.

Respectfully submitted,

David Kronick

David A. Kronick, Ph.D.
Librarian

EAST TEXAS STATE UNIVERSITY

Testimony From Dr. Dorothy B. Lilley
Head, Department of Library and Information Science
East Texas State University
Commerce, TX 75428

To The

National Commission On Libraries And Information Science

Since school libraries are the only libraries with a one hundred percent captive audience for library services, primary emphasis in a community should be placed on the assurance that no school, K-12, exists without a full complement of library (learning resources) services, administered by competent professional personnel.

Since the early years are the most important in terms of a child's learning facility, any school which provides less than full, professionally-conducted services for students in this critical period has seriously failed in its educational commitment.

Any school which does not articulate excellent middle school, junior high and secondary high school library services with the elementary services has also failed.

The school library is especially needed by the non-college-bound student. It provides him with his only introduction to the public library and life-long education.

Since students who enter college unprepared in the use of school libraries tend to be less competent in college library use than those who come from schools with excellent libraries and library-use instruction, excellent school library services have value to college students.

Since the schools are the only place where all people may be reached by library services, the first priority for national programs should be the provision of excellent school library services.

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
COMMERCE, TEXAS 75428 (214) 468-2273

In Texas alone nearly 3,000 school librarians (learning resources specialists), will be needed in the next five years to insure all Texas children learning resources center services comparable to those provided in some of the schools.[1] Scores of elementary schools have either no librarian or a multi-school librarian just at the age when excellent services are crucial.

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[1] Texas Association of School Librarians and Texas Association of Educational Technology, Legislative Proposal for Separate Professional Unit for Learning Resources Specialists Under The Minimum Foundation Program, 1971.

1974

Celebrating Our *50th Anniversary*

San Antonio Conservation Society
511 Paseo De La Villita / San Antonio, Texas 78205 / (512) 223-1821

March 11, 1974

National Commission on Libraries and Information Science
1717 K Street, N. W.
Suite 601
Washington, D. C., 20036

Dear Sirs:

In response to your February letter, I submit the following as a "user".

The purpose for which the San Antonio Conservation Society is formed is "to preserve and to encourage the preservation of historic buildings, objects and places relating to the history of Texas, its natural beauty and all that is admirably distinctive to our State; and, by such physical preservation, to keep the history of Texas legible and intact to educate the public, especially the youth of today and tomorrow, with knowledge of our inherited regional values".

It follows that the Society is chiefly concerned with research of historic land and buildings. When possible, we like to get back to the original Spanish land grants. In the case of San Antonio, efforts to arrive at basic or primary research are usually best served by application to court house records: deeds, mechanic's liens, maps, county clerk archives, court cases; and to city hall records: probate wills, city maps, city engineer's office for microfilm library of old land plats and tax records.

In addition, we make frequent use of city directories and newspaper microfilm at the Main Public Library.

The DRT Library has newspaper clippings which are sometimes helpful.

The newspaper archives are difficult of access.

The Alamo Messenger has old copies of its early predecessor.

Incarnate Work College has the DeZavala library collection.

Rarely, it becomes necessary to enlist the help of the title companies, though it is an imposition and we are reluctant to do so.

The Purpose of this Society is to preserve and to encourage the preservation of historic buildings, objects, and places, relating to the history of Texas, its natural beauty, and all that is admirably distinctive of our State; and by such physical preservation to keep the history of Texas legible and intact to educate the public, especially the youth of today and tomorrow, with knowledge of our inherited regional values.

The Institute of Texas Cultures.

The Texas Historical Commission in Austin.

The various colleges in town sometimes have theses which are often useful.

The Witte Museum has a library.

The Historic American Buildings Survey of 1967 and 68 is an invaluable resource.

The Conservation Society's files contain research material, maps, pictures, clippings, books, and magazines.

There are archives at Trinity University, including those of Hemisfair.

The Castroville Archives are on microfilm at Trinity.

This is about all I can offer at the moment. Although it is certainly incomplete, it more or less serves our purposes. The San Antonio Conservation Society achieves its many accomplishments through the efforts of volunteers only.

Cordially,

Esther MacMillan

Mrs. C. S. MacMillan
Chairman, Historic Buildings Research

CSM/cnc

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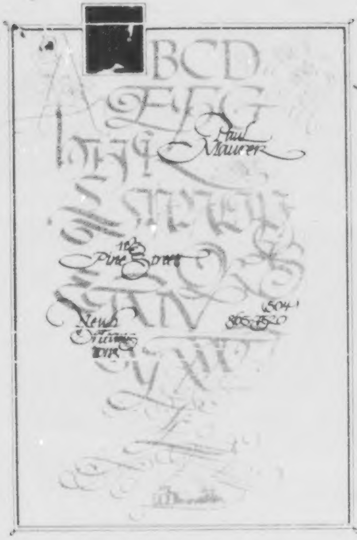

Paul Maurer
1112 Pine Street
New Orleans
(504) 865-7520

March 15, 1974

Frederick H. Burkhardt
Washington, D.C.

Dear Mr. Burkhardt

Excuse the tardiness of my response — same excuse as everybody: "too busy".

I am a little puzzeled as to why I recieved your packet; I'm not informed enough even to comprehend to a great extent the material in your Report & papers.

Feeling somewhat obligated to make an effort, I can only give "General/Philosophic"-type answers:

— based on limited experience with this city's library system —

1- striving to be more than a building with books, and extending to other communications media is commendable;

2- generally, people with schooling and/or affluence to some degree, can take care of themselves moreso than "others", so;

3- the "library system" should beware of becoming too engrossed in these fascinating departures from the traditional library and;

4 - being VERY CONCERNED about reaching the vast number of people who do not have much benefit of education or affluence, whose lives could be positively affected by anything a concerned library system has to offer.

My apologies for not being more specific or addressing myself more to your specific questions.

Enclosed is all the material you sent me.

Respectfully,

Paul Maurek

Mr. Paul Maurek
1123 Pine Street
New Orleans, La. 70118

TULSA CITY-COUNTY LIBRARY SYSTEM
400 CIVIC CENTER • TULSA, OKLAHOMA 74103
918 581-5154

March 13, 1974

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and
Information Science
1717 K Street, N.W., Suite 601
Washington, D.C. 20036

Dear Mr. Burkhardt:

Thank you for the opportunity to submit written testimony for the Southwest Regional Hearing of the National Commission on Libraries and Information Science to be held in San Antonio.

I have already written expressing strong support of the concepts expressed in the New National Program of Libraries and Information Service. My major concerns are:

1. that there be the closest relationship between NCLIS, OE and the library community in developing legislation to implement this program
2. that all forces press for more rapid implementation lest public information services continue to fall behind commercial services.

I hope that the Commission will have an opportunity to become familiar with the aggressive regional library activity which is emerging in the Southwest. Some of the strongest inter-state developments in the country are to be found in this region which has limited library resources in contrast to other sections of the country. In this region, state libraries and state library associations have banded together under the leadership of the Southwestern Library Association. The activities of the SLICE (Southwest Library Interstate Cooperation Effort) office and the CELS (Continuing Education of Library Staffs) project are noteworthy examples.

Sincerely,

Allie Beth Martin/jg
(Mrs.) Allie Beth Martin
Director

ABM/jg

How do I feel about our libraries? VERY STRONGLY!!!

In Oklahoma good and more libraries are just now happening! Just within the last 6 or 7 years have we begun to see library service extended, through bookmobiles and multi-county libraries, to the sparsely populated, short grass Western Okla. (Where we live.)

There are a few things that could be improved upon, but there are some very dedicated people in the field of Librarians that need support---for instance

It couldn't be possible to have a smooth operations within the State Library System---unless the Heads of State in the Library Dept. is one that is fully equiped to handle their affairs with the strength that is looked to, in that position. There can be outstanding unexcelled librarians through out the state with great operating ideas, but, everyone looks to the State Librarian for the leadership and strength that he or she should be able to exeecute. They fill a position that is at the top and should have undoubted strength.

There are so many things that have to be dealt with to have continuing library service. Politics is one of them and legislators will always look to the State Librarian as the leader. The State Librarian should be able to put the libraries on top priorities, for state and federal funds, with convictions that the top is where libraries belong.

As far as computerized library service in Okla. its funny to think about. We're still new enough, its a hand to hand operstion And prairie people still want to see the real person and deal with human beings. We want it to get better before it gets worse. We just want to make sure, through other help, federal funds, for one source, is continued so we can extend what we have,"wrought thus far".

Our library program in Western Oklahoma particularly has brought together more book material and people than could even be dreamed about 10 years ago. It has come to us through a Multi-County System that has provided the rural areas with bookmoblies that carry the same service that the up-dated city libraries offer.

This service would'nt have been possible if not for dedicated librarians that believe, sincerely, in what libraries can do for people and see to it, through blood, sweat and tears that even the rural areas have that chance to partake of the knowledge of reading, listening and viewing from materials furnished. The films, records, even framed art, the help to rhe area schools, old folks homes, so many things that time and space cannot afford to mention.

You should understand that in small communities like we live in , every change is a handicap regardless of the genuine benifits. But when we had the chance at a bookmobile stop in our little town, I nearly flipped. And when you're for something, you better make sure its good or you'll be marked for life. Fortunately the library issue in our town was a happy victory and we hope the wonderful service lives happily ever after-----after me, my kids and their kids. It would be a good thought.

We know that no good thing is cheap. We have voted the millage for our library service. But federal funds can only help keep our present standards. With books, materials, staff salaries, etc. going up, some help must come to help take up the gap. I believe our country is not so poor as to keep the libraries from operating in their present function. Surely with so many benefitting it would be a bargain for investing.

Mrs. Jim Meador

Route One
Rocky, Okla. 73661

245 Post Ave., Apt. 1
San Antonio, Texas 78215
April 15, 1974

Mrs. Dorothy V. Schwenz
National Commission on Libraries
1717 K. Street
Washington, D. C.

Dear Mrs. Schwenz:

I am in receipt of your letter of 2 April which was in response to mine addressed to Chairman, Mr. Burkhardt. I presume you have charge of the April 24 meeting to be held here at the Hilton. I regret that your schedule has been completed which prevents my speaking at the conference. I note that from 11:30 to 1:30 on April 24, a period is left open so that anyone attending the conference could speak if so desired. Unfortunately I cannot attend at that time. However, according to your letter and the first received from Mr. Burkhardt, I may send in a statement which I am pleased to do.

There are so many positive things to be said of the San Antonio Library. It is admirably situated in the heart of the business district which makes it available to all, especially business and professional people. There is no parking area, however, but bus transportation is excellent.

The Librarians all appear to be well trained, and are most gracious, alert, helpful, and the young attendants. It is a most attractive place, bright, spacious, quiet. The most intriguing section to me is the open shelves, five or six, on the biographical section, where books are changed daily. Books that are contemporary on government, travel, science, biography etc. These shelves recall to me the story of a legendary king of Serendip--now Ceylon--who sent his three sons out into the world to learn by chance the ways of mankind. From which, Walpole coined the word, "serendipity". I find that these open shelves stimulate browsing, and perchance, lead one on to the "Road to Xanadu."

In this connection, I think a shelf especially for highschool students, who seem to use the library more than any other group, displaying old favorites like Treasure Island, David Copperfield, The Golden Bowl, the latter is required in highschool, and many other favorites, would increase the student in reading worthwhile literature, and not books on so much sex.

There are several tables to display books suitable for the different anniversaries or important events. This is most interesting, and enlarges the reading of [illegible] classics.

There are micro films, xerox machines, an auditorium for showing films, [illegible] Dictionary, the Oxford, [illegible] laid out in full display in a convenient location.

I had mentioned to one of the librarians that an Information Desk would be helpful. She replied that they had had one, but the budget did not permit continuance. However, each desk has two librarians who always give any information that is asked for.

I [illegible] students [illegible] I [illegible] in [illegible]ton. There are four colleges [illegible] university [illegible] library, [illegible] times [illegible] library [illegible] in the [illegible] library.

[illegible], I [illegible] of libraries, [illegible] Congressional Library. [illegible] in art. [illegible].

[illegible] to use the library, [illegible] question. The love of books begins in the home and in the [illegible]. [illegible] has been revolutionized these past years. [illegible] a love of reading. This [illegible] books that are asked for. [illegible] unable to visit the library. I [illegible], I was desperate because I had no [illegible]. The library promptly mailed me the books I wanted. They [illegible] citizens who are shut-in. I [illegible] the courtesy of our library [illegible] several times [illegible] told me of new [illegible] books that have come in, [illegible] out.

[illegible] whether the Federal Government should give more aid, [illegible] of citizens are opposed to this. There has been such a [illegible] the taxpayer is burdened with. We do not want [illegible]. It is [illegible] so-called "free enterprise" [illegible] no longer [illegible] individual business. Local citizens should [illegible] if there is less [illegible]. We have local museums, [illegible] individual. One [illegible] truth. TV has [illegible] the [illegible] and entertainment. Families [illegible]. I can recall those days. A few families [illegible] that the Federal Government will not [illegible] our libraries, as [illegible] in Mr. [illegible] letter [illegible] division [illegible] information [illegible], the library [illegible]. [illegible] Crisis. [illegible].

[illegible] it [illegible], I [illegible]. [illegible] I have [illegible] to [illegible] study, [illegible] I [illegible] observations.

With [illegible], I am

[illegible]

May Davis Moore

(Mrs. [illegible])

SAN ANTONIO PUBLIC LIBRARY

203 S. ST. MARY'S STREET SAN ANTONIO, TEXAS 78205

March 13, 1974

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and Information Science
Suite 601, 1717 K. Street, N. W.
Washington, D. C. 20036

Dear Mr. Burkhardt:

Trustees of the San Antonio Public Library System join with me in expressing appreciation to the National Commission on Libraries for this opportunity to present a matter which is of critical interest to us and one that, in our estimation, deserves strong support and action from the Commission.

We inevitably are confronted with a major inability to communicate with real clout the dynamic living impact of library services. We believe the National Commission is in the position to apply pressure to produce a library program comparable to the massive anti-smoking program and the energy crunch situation. Public libraries inevitably find considerable difficulty in securing the cash to use for public relations in a way comparable with industry. This situation is understandable but very regrettable. Perhaps a national level approach for funds for the promotion of library services could be made available. Obviously, funds for this purpose must be clearly and expressly marked to serve almost exclusively for public relation purposes. We believe funds expended in this way would be especially meaningful because the existing abilities of libraries to serve is only partially being tapped. The public is simply not aware of what libraries can and do offer.

We believe this proposal will serve in the broadest public interest, meriting support from libraries throughout the Nation, and we urge you to give it full and complete consideration.

Sincerely,

Valentine G. Mora, Jr., CLU
President, Library Board of
Trustees.

VGMJr/vlb

REPORT TO THE NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

from

Lynda M. Netherland, Librarian
Bossier Parish Public Library
P.O. Box 638, Benton, La. 71006

As an administrator of a medium-sized county public library system, I approach each day with the feeling of an Alice who tasted the bottle labeled "Drink Me". I see about me our citizen's need for library resources and services growing larger daily while the resources and services we can provide shrink smaller and smaller in comparison. So many people needing library and information services are left unserved: the rural, the elderly, the disadvantaged, the minorities, the slow and non-readers, the imprisoned, the imfirmed, the mentally retarded remain without access to information. All the while the urban centers we do serve grow so rapidly our resources and services, below standard ten years ago, become woefully inadequate. So much is needed, so little time, money and staff to provide it. We care about people and about providing them with the information they need, but we are defeated by so many problems.

The information needs of people in this area have for years been assumed to be the traditional need for research, recreational and practical information, the people of the area are largely homogeneous, if somewhat cosmopolitan with the presence of military personnel. No concentration of minorities has caused any special information needs. However, we becoming aware of the ever-growing need of our people for information that is vital to their welfare. People are seeking current, accurate, understandable information about every aspect of their lives: employment, health, laws, social agencies, educational opportunities. People are needing information that will help them make decisions, improve their lives, help them through difficulties and lead them to others that can help them. Yet, many times we are unable to supply the information needed.

Our library system is unable to provide this vitally needed information for several reasons. First, the financial support of this library has become inadequate to meet the demands of inflation and increase population. Although the governing authority of the parish recognizes this and has provided grants, the library through the years has fallen so far behind in resources that we may never catch up.

Moreover, the library is deficient in providing vital information because the information needed is unavailable to us. By the time information is collected, published, reviewed, purchased, processed and available it is often outdated or even inaccurate. Much of the information needed is ephemeral, elusive and unique to this locale. By the time it is collected and verified it is often no longer applicable. We, as a public library, feel our special obligation is to provide access to all information about our community, region and state; yet, often this is the very information we lack.

Another problem this library faces in meeting the informational needs of our community is the lack of staff time and training. Because of low salaries the majority of the staff are not trained librarians. Because of the shortage of staff little time is available for in-depth training. Thus, although information may be in our libraries, the staff may not have the reference and bibliographic skills to retrieve this information.

As administrator I recognize and agonize over the numbers of people in our community that we do not serve, the amount of vital information that we do not have or do not know how to find, and the lack of time to work on a solution to these problems. The goal of this library is to be the information center of the community, but we lack the staff, the time, the resources that are essential. I also see the library's responsibilities to reach out from the confines of our buildings to those who cannot or will not come to us for information. But again I lack the staff, the means, the resources and the administrative time to plan, initiate and coordinate such outreach programs. The frustrations of public library administration are legion.

Although we recognise that money is not the sole answer to the problems of the public library, money and the lack of it is vitally important. The obtaining of money is in itself a serious problem. When our property tax based support is not adequate, we must either cut back our services or secure funds from other sources. During the past two years this library has received generous grants of federal revenue sharing funds from our governing authority, the parish police jury. In addition we have received donations from local civic clubs. All this has been obtained by detailed planned and activated public relations programs that make the public aware of our financial needs. We have found that most people are not aware of either the financial structure of the public library or of its problems of adequate financing. We have learned that public relations is absolutely essential in obtaining additional financial support. The acquisition of federal funds from special appropriations such as the L.S.C.A. funds has been very difficult because of the restrictions upon its disbursement. Though we badly need funds for enlarging our facilities, we cannot obtain them because we cannot meet the population requirements. Moreover, we could not find the matching funds. We have,however, benefitted indirectly from the L.S.C.A. funds that supported the library network in our area. If federal funds are to be restored and are to be used to imporve local public libraries, then the definitions and restrictions for its use must be reconsidered.

Receiving federal revenue sharing funds has not solved this library's problems of financing needed information services. We have much more success in acquiring funds for capital expenditures rather than for special services. The need for books and equipment is easily proven with statistics and standards; the necessity or even need for outreach services and informational services are more difficult to prove. National support and standards for information services would assist in obtaining funds for such services.

The problems in the selection, training and education of staff needs immediate attention. Budget limitations and low salaries mean less staff and less competent staff. Since the financial condition of the public library will not improve drastically, the immediate solution is better utilization and in-service training of the existant staff. The duty of planning, coordinating and conducting in-service training falls upon the already overburdened administrator who, as the only professional on staff, is buried beneath the responsibilities of budgeting, policy planning, personnel management, public relations, and program planning and coordinating. By necessity, in-service training and continuing education is regretfully postponed to the indefinate future. This need for training and continuing education of those involved in information services should be a concern for any national committee on libraries. No programs, no services and no amount of money will fulfill the people's need for information on a local level if the training and education of those locally involved is neglected.

The libraries and information services in this area have banded together to help each other with these problems and to improve the public's access to the information they need. This library network includes the public, college and special libraries in the Northwest region of our state. Now our public library has within two or three days access to a vast amount of information than was previously available. This has greatly increased our ability to provide research and technical information. Unfortunately, a community information center has yet to be formed. We members of the network view this network as a possible solution to our lack of adequate resources, money and staff time essential to providing for all the informational needs of our communities. However, the loss of federal funds, the financial support of the network, threatens the existence of this network. After participating in an intrastate network I feel that networks such as this can be the feasible, immediate and most economical solution to the problem of providing people with information. Our particular network has been effective in reference and inter-library loan services. Although the reference services are not as immediate as may be desirable, these services are an enormous improvement over what reference service our public libraries could offer in the past. The network has also provided other services such as children's theater and reading classes for adults, services that are unaffordable for individual parish libraries. The network has also provided a means for the individual public libraries to specialize and thus avoid costly duplication, nor do the public libraries need expensive reference resources available through the college libraries.

Public libraries are not unaware nor unconcerned with the informational needs of the public. But so many near-insolvable problems hamper the public library's ability to provide for this need. I shall look to the National Commission on Libraries and Information Science assistance, support and possible solutions.

Lynda M [illegible]
March 13, 1974

7716 Ascension Road
Little Rock, Arkansas 72207
February 20, 1974

Mr. Frederick H. Burkhardt
National Commission on Libraries and Information Science
1717 K Street N.W.
Washington, D.C. 20036

Dear Mr. Burkhardt:

I do not know how my name was selected for an opinion, but the library is the only cause that I will support on a long term basis. Since the school busing program, I do not participate in P.T.A., but I will work as a volunteer in the school library. If children do not learn to love books and feel at home in a library we cannot survive as a nation. TV is a poor substitute for the world of books - the lazy way of getting enjoyment and knowledge.

As a child I walked to the library several times a week. The children's department in every town was in the basement, dark and crowded. Now we have a second floor, airy children's department with a story-telling session every week. I belong to Friends of the Library because I would rather donate a small sum to them for my children. Collecting books at home is space consuming, extravagant, and dust collecting. It also limits the amount of reading material available.

Little Rock has a bookmobile for city children now and this is marvelous. My children always wanted to see inside the county bookmobile but couldn't. In our adjoining neighborhood the bookmobile stays just 4 hours on Thursday but I wish it could be closer to us and stay longer.

I know our library has a variety of extra services but I am not familiar with all of them If I had learned the full range of their program while in high school I would probably utilize them better.

Please help our community by enlarging the scope of all libraries. Every time we moved I would find the local library. When you are homesick in a strange town a library is a welcome haven. I hate to see the library charge for regular services because then it wouldn't be available to everyone. It is so vital to the community that it should have a top top priority.

Sincerely,

Mary Frances Nix

(Mrs. Jarrell C. Nix)

LIST FOR LEADERSHIP ANDACTION

1. Make a strong commitment and take positive steps toward providing service to the disadvantaged through legislators and other decision makers at the Federal level.

2. Training of and continuing education for librarians on topics of cultural awareness and social change.

3. Work out pilot projects to demonstrate selection, training and continued education of library aides selected from disadvantaged communities.

4. Establish a clearing house for sharing information of various programs and efforts involved in working with disadvantaged.

5. Seek and explore new avenues for expanded service to the rural disadvantaged.

6. Offer special training in evaluation and measurement techniques.

7. Work out pilot projects involving recruitment of librarians from minority groups and/or seek scholarship aid for prospective library school candidates from these groups on a broader scale than is being done presently by other Federal programs, but in cooperation with other Federal agencies working in this area..

8. Combine forces with other agencies to encourage publishers to place more emphasis on publishing high interest/low vocabulary materials.

9. Seek ways to produce a definitive bibliography of materials suitable for use with the disadvantaged.

Edward B. Miller,
Chairman
Task Force on Library Services to the
Disadvantaged in Texas
Houston Public Library
500 McKinney Ave.
Houston, Texas 77002

6

A PLEA FOR NON-DISCRIMINATORY STANDARDS FOR SERIALS CATALOGING

I'm on the staff of the library of the University of New Mexico; I'm also chairman of the Rio Grande Chapter of Special Libraries Association, and I am one member of a Committee on Records Standardization of the New Mexico Library Association. I'm not speaking for any of these, because I'm not assured that what I have to say has the actual working support of any of my colleagues. I'm more like a voice crying in the wilderness, although in twenty-two years I had come to associate this concern with librarianship.

Dr. Seymour Lubetzky, in relating the history of cataloging principles now incorporated into the Anglo-American cataloging rules, cited the experience of Sir Thomas Bodley at the turn of the seventeenth century, in buying books for the Bodleian Library of Oxford University. It seems he wrote to the librarian, Thomas James, and complained that the catalog Mr. James had made as an inventory and checklist of holdings didn't give him enough information for distinguishing at a distance what the library had from what it wanted. In 1971 the Southwest Consortium of Academic Libraries asked the Zimmerman Library of the University of New Mexico to contribute a certain sample check of journal holdings in the state of New Mexico. Let me read a few paragraphs from the report on this task to the Consortium members, signed by Bea Hight, then our Acquisitions Librarian, and George Miller, then Humanities Bibliographer:

"We decided to check the list of journals used by the standard abstracting service in the field of mathematics, *Mathematical reviews*, against the listings of holdings in the *Southwestern union list* of serials to see what kind of coverage we have in this region for the journals abstracted in that service.

Two of our clerical bibliographers were assigned to this task for about twelve hours. They succeeded in getting through approximately one fifth of the listings, including the separate list of "Journals in translation" in MR.

They encountered several difficulties that slowed them down considerably.

(a) Many entries are incompatible in MR and SWULS and require time-consuming verification.
(b) There are blind references in SWULS.
(c) Incomplete references in SWULS as to language or place of publication make identification unsure without asking the library which has the holdings.

The question that occurs to us for participants of the Abilene meeting to decide is this: Is the preliminary information conveyed in this progress report in the field of mathematics of sufficient value to the Consortium to warrent further refinement and completion at this time?"

I was employed in compiling the edition of SWULS to which they refer; and I can tell you that no editor, as such, was named to that project, and nothing more than minimal attention to bibliographic details was understood in the funding of it because it was assumed: in general that checklist entries fulfil the purposes of a union list, and in particular that, with three out of four entries occurring in the holdings of the University of New Mexico Library where serials cataloging is done by a professional cataloger, adequate bibliographic information was assured in the entries contributed.

You librarians know that in every major effort at bibliographic control, whether it is cataloging in your library or in the Library of Congress, whether you talk about your own internal system or about regional or national networks and systems, it is the problems of serials that are attacked last, because they are the biggest and most difficult problems.

Nowhere I have been, has the serials problem been allowed the attention it asks. I plead, that very significant progress toward solution of the big problems could be made, if we would follow the basic logic of the Anglo-American cataloging rules and extend to serials in cataloging the same attention we give to books, and for the same reasons.

The principles are the same, and the rationale is the same. What is the function of a library catalog? Established international principles say that the catalog should be an efficient instrument for ascertaining (1) whether the library contains a particular title and (2) which works by a particular author and which editions of a particular work are in the library. Concerning the latter, it only remains to be recognized that, for serials no less than for books, "the place of publication, of printing, or of copyright, name of the publisher and date of publication, which constitute the imprint of a work, serve both to identify and to characterize the work and sometimes to indicate where it is available. Different editions are most commonly distinguished by the difference of their imprints. The place of publication, particularly if it is not a large publishing center, may suggest a local viewpoint of the author. The publisher's name may also suggest a viewpoint or bias (especially when the publisher is a society or institution) or may be an indication of the quality of the subject matter or the physical makeup of the work. The date generally indicates the timeliness of the subject matter." (Anglo-American cataloging rules, North American text, p.200)

Kenneth D. Olson
Administrative Services Staff
University of New Mexico Library
Albuquerque
March 28, 1974

Arkansas Library Association
Box K, Farmington, Arkansas
72730
February 19, 1974

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and Information Science
Suite 601, 1717 K Street, N. W.
Washington, D.C.20036

Dear Mr. Burkhardt:

Thank you for the opportunity to present the views of one who provides information for the students and faculty of two elementary schools to the Commission for its deliberations at its Southwest regional hearing on 24 April 1974.

Because Arkansas ranks especially low in educational resources provided through local funds, the value of Federal monies, as well as leadership, seem to loom large! For a short while after the enactment of ESEA, Title II funds promised a ray of hope for the improvement of school library collections in Arkansas, but this hope was short lived because the funds were cut, and the assurance of receiving them became doubtful each year.

School libraries have a two-pronged approach: (1)Support for the curriculum, and (2) Enrichment. Not a day passes that I do not experience a very painful deficit in both of these areas. While no realistic librarian ever expects to supply all requests, it does seem reasonable to expect schools in an affluent country such as ours to provide a higher percentage than they are currently able to do because of lack of funds. Categorical Federal Aid to school libraries on a continuing basis is essential for long range planning and improvement in the instructions' programs.

Because school superintendents do not have a history of placing libraries as high priority items, perhaps in-service education for administrators would be in order. The Commission could possibly provide the leadership for such experiences. There are so many problems in education which do not appear to have any solution, that it seems a shame to have problems with obvious answers to go unsolved because of lack of funds and leadership.

The Commission is to be commended for giving the feeling of not being far away from the people through its hearings in the various sections of the country. It is a source of satisfaction to those of us in the library profession to know that you have a ready ear for our views. In summary, then, the Commission with it closeness to the people it serves, could use its influence and provide leadership for more and continuing categorical aid for school libraries, and recommend in-service educational provisions for school administrators for the prime program designed to help them appreciate school libraries more. Should my background of nine years of experience in both secondary and elementary libraries and my five years of experience as officer in Arkansas Library Association offer any further insight into the situation, please feel free to call on me.

Sincerely,
Mary Gale Ownbey
(Mrs.) Mary Gale Ownbey
Past President (1972)
ARKANSAS LIBRARY ASSOCIATION

TEXAS CHRISTIAN UNIVERSITY
Fort Worth, Texas 76129 / (817) 926-2461

Mary Couts Burnett Library

March 12, 1974

Mr. Frederick Burkhardt
Chairman
National Commission on Libraries and Information Science
Suite 601
1717 K Street N. W.
Washington, D. C. 20036

Dear Mr. Burkhardt:

We are pleased that the National Commission will soon be in Texas to conduct its Southwest regional hearing. I am confident that the testimony you receive here will confirm the previous statements in the national program as well as add some depth or new dimensions to the concepts that have been previously developed.

I am personally happy to respond to your request for a statement prior to the Southwest hearing. I am in general accord with the stated goals of the national program. No doubt there will be some objection to methodology as the program unfolds, e.g. divergent views, I am certain, exist as to whether a new agency should be created to guide the nation's efforts at bringing about a coordinated approach to our library and information needs. I am inclined to believe that a new agency, embodying the activities of several agencies now in existence and perhaps scattered throughout the federal bureaucracy, needs to be developed. The very act of creation of such an agency will signify the importance of the tasks assigned the agency and will establish an urgency within its image that will be helpful in securing public acceptance. The carbuncles of previous administrative structure need to be shed so that a new agency can move into the management of new programs without fetters.

I am in accord with the proposal to develop a national network with regional subsystems. As we all know many consortia or regional networks are now in operation, most with varying goals and indeed with varying degrees of success. A considerable effort needs to be made rather soon to bring about a higher level of cooperation among these groups than is currently in evidence. A few hold promise of being emulated in other parts of the country. Others have shown enough success that they could well provide regional leadership in network development. Forums now need to be available whereby discussions may move forward to standardizing equipment and programs.

In the area of specific programs, I have the following recommendations. (1) I would like to see the federal government continue to provide some categorical funding especially in the area of library construction. There continues to be a definite need for direct grants or low-percentage loans for new or remodeled facilities. Grants and/or loans could assume a new look in that they might be restrictive as to the number of awards. They could be further limited by being made to libraries involved to a high degree in activities within a regional network.

(2) The unique problems of private academic libraries and special libraries should receive careful attention. These individual units as active and potential participants in regional and national network programs should not be overlooked. The financial problems confronting most of these institutions is well documented. In each region of the country we find libraries in these two categories with collections that should compliment any network arrangement. In some cases these institutions have accepted their roles as network participants with an unselfish regard for the public need which is contrary to their background of private support. A delineation of each library's capabilities and contributions needs to be measured and a concomitant scheme of public financial support should evolve.

I extend good wishes to the Commission as it continues its program development.

Sincerely,

Paul Parham

Paul Parham
University Librarian

PP/hw

Texas Tech University School of Medicine

P.O. Box 4569 Lubbock, Texas 79409 Phone (806) 742-0111

Library February 13, 1974 TWX: 910-896-4329

Frederick H. Burkhardt, Chairman
National Commission on Libraries and Information Science
Suite 601
1717 K Street, N. W.
Washington, D. C. 20036

Dear Mr. Burkhardt:

What follows is my written testimony as requested by you for the hearings to be held in San Antonio on April 24, 1974. At the present time, unless requested to do so, I do not plan to attend these hearings, not from lack of interest, but from lack of travel funds.

West Texas is in a peculiar but not unique situation. Very few large cities and large areas, sparsely populated. Yet, the need for library service on all levels is nonetheless real. The libraries in this area have cooperated in many ways, and will continue to do so. Primarily, the cost of maintaining collections are prohibitive to small city or college libraries, that cooperation is dictated. However, because of the vast distances, interlibrary loans are delayed so that information needed for research is often worthless when received. We also have the same problems as other areas in the serving of minority groups. We have a large Spanish-speaking population which for the most part is unserved. Although libraries are supported in spirit, often the financial backing is not there. This makes only a subsistence level of service available. The minority groups are often neglected, not from a lack of desire to serve, but that the financial resources are not available to support special services.

The larger institutions in this area, notably Texas Tech University, has been adequately supported and is making an effort to deal with some of the cost problems through the use of such networks as OCLC, but this, too, is costly and the results are yet to be evaluated. The smaller colleges do well to support standard library services and can be of little help in a network with the collections now at their command.

In the special of medical literature Texas Tech University School of Medicine's library is new although growing. We have been designated as a resource library by the National Library of Medicine regional medical library program. In this capacity we serve over eighty large counties. This has placed an extra burden on a new and developing library. However, the need is there as most of the physicians and hospitals in this area have no libraries or very inadequate ones and must turn to some outside source for assistance. In addition, the very nature of the School of Medicine dictates that this library take on added responsibilities. The program is one of outreach with affiliated agreements signed with over twenty-four hospitals in this region. As we send students to these hospitals, they must be supported with information services. The School is also building education centers in other metropolitan areas, each with a library.

It is obvious that to support such a diversity of needs and geographical areas a strong collection is a prerequisite. Although the NLM network works to our advantage, the time lags in requests received and filled sometimes can be discouraging to the user. If the material is not owned locally, it must be located and obtained, and then forwarded to the requester. I believe that strong local as well as regional collections are necessary as well as dependence on larger libraries such as the Library of Congress and the National Library of Medicine. However, I must stress that medical information is vital at the time of request and loses its urgency if unusual time delays are encountered.

The Federal government had supported with grants the building of such collections, but now seems to be backing away from such committments (in our case, granted but not funded). The emphasis now seems to be on "innovation" with little results seen for the dollars invested. I do not believe that technology can adequately replace strong collections, easily accessible with well trained staff who are committed to service.

The image of the library for too long has suffered, bacause the user expects the institution to be all things, be the fountain head of all knowledge, but has been unwilling to support it financially. The requirements for employment in a library rise with each new development; yet, the monetary compensation does not keep up with the requirements. The young recruit is "turned off" by the image in the first place, and by the financial rewards offered in the second. The advent of more and more emphasis on multi-media has placed additional educational requirements on the librarian, requirements that if placed elsewhere in the educational continuum would demand a higher salary. However, placed in the library, the salaries must remain in that level, for everyone knows what a librarian does. The overabundance of librarians does not necessarily mean an overabundance of talent. Too many library schools who must depend on enrollments for survival are turning out some inferior products.

I would hope that the NCLIS would put some of its efforts into emphasising not only strong collections but better training. I feel that the emphasis, as I read the reports, has been placed too strongly on technology, omitting the human element. The most successful libraries as far as the patron is concerned are those which meets his personal needs in an efficient and knowledgeable way. Support should be given to the library schools to turn out this kind of a librarian. Encouragement should be given to ALA to withhold accreditation from new schools until a need has been shown for such a school in light of the oversupply of graduates.

Sincerely,

Charles Sargent

Charles W. Sargent, Ph.D.
Director and Professor of
Health Communications

CWS:kw

TO MEMBERS OF THE NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

I wish to express my appreciation for the invitation extended to me by Mr. Frederick H. Burkhardt in his letter of February 15, 1974 to speak at the hearings in San Antonio and give my ideas on libraries as well as their present and future needs.

I am retired and reside in Peel, Arkansas 72668. My credentials are:

1. Member of Trustee Division of the Arkansas Library Association.
2. Immediate Past Treasurer of the Arkansas Library Association.
3. Trustee of the Northwest Arkansas Regional Library. This is a "nonmetropoliton area", as there is not a city of 50,000 or greater in the region.
4. Chairman of the Marion County Library Board.

I have and do serve without any salary and feel I can look at library matters objectively.

As regards ~~to~~ the issues to be considered by the Commission, as listed by Mr. Burkhardt, I submit the following:

1. Priorities for Service: In this day and time, specialized knowledge is required, even for what some few years ago was considered day labor. I think it highly important that libraries provide specialized information on the pertinent areas of activity in their particular region.
2. Improve Services and Community Relations: I heartedly agree that the services of the Bookmobile should be continued and extended as much as possible. It is surprising how many people utilize this service and depend on it for reading material. For example, in the Northwest Arkansas Region alone, the Bookmobile issued 36,401 books during 1972. However, I do not feel that the library funds should be spent for meeting rooms. There are rooms in schools, public utilities offices, churches, city halls and county courthouses which with planning and cooperation, could and should be used for extra non-book library services. In my opinion, monies should not be spent for meeting rooms, but should be used for books and other library services.
3. Deficiencies of Services: It has been my experience that people who really want something, get it, and also, if they are in need of services that are not available in a local library, they are perfectly capable of and should do forward planning. However, in this connection, trained librarians at the point of request would be most useful in getting the request for information clearly forwarded

through the proper channels for answer.

All deficiences in service, in my opinion, can be associated with lack of personnel, and communication of information. These can be overcome by adequate funding which should be on a 3 to 5 year basis.

4. Non-Book Services: Since the need for specialized knowledge is becoming more and more necessary, libraries may be forced away, in large measure, from the so called "Classics" and be obliged if they are to render service as they should to the public, go into microfilm, cassettes etc. That is the utilization of all current and future developed methods of communication available for the dissemination of knowledge. It has been our experience that young people especially like to experiment with these methods of acquiring knowledge and where there is interest, something always sticks.
5. Paying for Services: It is my considered opinion that all citizens together through their taxes should continue to pay costs of all services rendered by the public library since all will profit either directly or indirectly from the information disseminated by the library.
6. Federal Government Role in the Local Library: You asked whether the Federal Government, if it provided more aid, can require certain standards of service. It is my opinion that with proper leadership, all requests for services should originate at the grass roots level and be the project of the petitioning local library, because the local people are the ones who know their needs. The Federal Government - if it provides more aid - should first convince itself that the program submitted requesting additional monies for the local library is sound and if it approves the program and furnishes the aid, then leave it to the local people to carry out the project. This method will develop self-reliance and confidence in the local people and give them a sense of pride and accomplishment, as well as make them realize that we do have government OF, BY, and FOR the people.

This covers the six points in the attachment to Mr. Burkhardt's letter of the 15th of February. I now submit some observations of my own, based on my experience and interest in libraries in the Northwest Arkansas Region, as well as Statewide.

1. Revenue Sharing, as now practiced, is definitely not the way to assist libraries. If any of you have ever gone to a County Quorum Court, you will know what I mean. There are many needs and practically anything brought up will take precedence over a request for libraries even though part of the Revenue Sharing Funds are supposed to be for libraries. I propose and highly recommend that the method of receiving money from the Federal Government be as formerly,

that is through the State Library Commission, and that the Commission administer these funds in accordance with the needs for library services throughout the state and the justified requests for assistance received from the libraries.

2. The Federal monies available for libraries should be increased. Actually in Arkansas during 1973, we had $1.56 per capita (the income from the 1 mill tax which is a maximum allowed by law plus statewide aid) for library work in Arkansas. In our seven county region in 1973, we had 75,768 books, about 1 per person and a budget of about $1 per person for library services. The American Library Association has recommended that the amount be at least $6 per capita. I feel this is the minimum if our libraries are to fulfill their mission.
3. In view of the uncertainties of funds for year to year operation, it is impossible to get and retain the qualified personnel needed to staff the libraries. Even so, our library personnel are called upon to make, and do make, mountains out of molehills, but we must not expect this forever. To have proper continuity funding should be on at least a 3 to 5 year forward basis.
4. The Bookmobile service must be continued because it gives a means of getting both information and recreational materials to people in the outlying rural districts who because of various factors are unable to come to libraries.
5. In the past, considerable amounts of money have been designated for school libraries. My feeling is that this can foster duplication. I would recommend that school libraries be limited to reference and technical books which are used for spur of the moment information in the classroom, and that all other books be kept in the County and City Libraries, along with the microfilm, cassettes, and other audio visual materials, so that this material would be available for both students and citizens. This method would mean that more money would be available for more material in the libraries and schools would not suffer. In our County Library (Marion County), we have a reader-printer service from micro fiche and film that is free to all students and citizens of the county. An index of all film material is placed in each school in the county. I am pleased to report that this service is greatly used by the students and teachers.
6. Following up the point made above regarding duplication of books in schools and public libraries. I strongly recommend that a card file of all materials available in local libraries be placed in each school, thus teachers and students can refer to that file for the information available and request it from the library either in book form or as copies made by the reader-printer. This reader-printer service allows one book or reference to be used by any number of students where without it, there might be only one or two books available for use by the students.

7. If we are ever to break the current deadlock for more tax support for our libraries, we must instill interest in libraries and the desire for what libraries offer, in the very young. Start with the children before they enter school; show them the joy of reading, the excitement and wonders of knowledge. This will carry on, and in time, libraries will be considered a necessity and be provided for when these children become voters and are called upon to provide support for libraries.
8. All library programs and their success depend on two things: First, people who are interested, dedicated, and will work rather than say "it can't be done". Secondly, these people must be provided the means for carrying out justified programs on a long range basis for at least 3 to 5 years. Therefore, it is essential that adequate funds through appropriations on a long range basis (3 to 5 years) and the proper channeling of these funds be provided by the Congress for library services throughout the Nation.

Thank you

April, 1974

Mr. George A. Severson
Trustee, Northwest Arkansas
Regional Library
Chairman, Marion County
Arkansas, Library Board
Peel, Arkansas 72668

SAN ANTONIO PUBLIC LIBRARY

203 S. ST. MARY'S STREET SAN ANTONIO, TEXAS 78205

March 15, 1974

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and Information Science
Suite 601, 1717 K Street, N. W.
Washington, D. C. 20036

Dear Mr. Burkhardt:

Recently newspapers noted that a public library had gone on strike and nobody cared. This certainly is a situation that gives just cause for concern to all public library administrators and public library personnel. Obviously serious problems do exist. It is for this reason that your approach to viewing on a national basis the library situation has validity above and beyond virtually all other programming. Hopefully you will be in a position instigate some rather drastic experimentation in the current utilization of manpower and staffing in libraries.

Public Library operation costs are indeed skyrocketing. Public libraries are finding themselves more and more on the defensive; thus, something needs to be done and it needs to be done quickly. Perhaps a public library may parallel itself with the pharmacist where much of the routine requests can be filled through clerks for patent medicines and only the more sophisticated medicines need to be referred to the skilled pharmacist. Librarians can perhaps reassess manpower requirements along these lines with the bulk of referrals being handled by individuals with something less than a master's degree in Library Science, and rely upon the specialist to do the in-depth assistance in research fields. Obviously this could cause dramatic compromise but perhaps now is the time for libraries to do some sole searching and to compromise. Your group may well be the vehicle with which to accomplish this type of restructuring.

Thank you for the opportunity to express this point of view.

Sincerely,

Irwin Sexton, Library Director.

IS/vlb

We are a farm family of three living in Southeast Arkansas. Though our nearest library is located 12 miles away in our closest community, still we feel we have excellent library service.

A bookmobile stops once a month two miles from our house. It is well stocked, and any fiction or nonfiction book I request that is not at hand is either mailed to me at once from the regional library, or secured for me from the state library in Little Rock.

In addition, we use the small library in our closest community, Dumas, for more fiction and reference books -- the librarian there is most helpful in finding what we need. Occasionally we will make the hundred-mile round trip to our nearest city, Pine Bluff, just to spend the majority of a day browsing in their marvelous library.

So there are facilities in abundance here for all to enjoy. It is regrettable that few people know of these services, or do not avail themselves of the services or do not care. I feel the key to more library use is in training children to read well and to enjoy reading enough to seek library facilities. How this can be done is not for me to say -- I am no educator.

I cannot praise too highly the library and bookmobile service available right here in the neglected section of a very poor state. It is truly outstanding.

Very sincerely,

Mrs Lloyd R. Smith

Mrs. Lloyd R. Smith
Tyro Route Box 42
Dumas, Arkansas 71639

We have one of the outstanding public library systems in the U.S. here in the Tulsa-City County system. It is due largely to the inspiration and un-ending work of Mrs Allie Beth Martin, head of the system. Also due to the fact of citizen support + passage of a decent library appropriation after years of frustration + turn-downs by the voters a number of years ago. Our library provides all sorts of services to its users, reference dept. + research, technical periodicals etc, book reviews at branch libraries, lectures at Central Library, book mobiles to neighborhoods, braille books + recordings for the blind, delivery of books to elderly or incapacitated citizens who can't get out. Well all I can say our service is "tops". I give a list of books I want to read to my branch library + they telephone me when the books are available.

How does one reach the non-reader and inspire him to use his library? Of course I suppose many people do not even know about library services and what it can mean to them in the way of pleasure, fun and education and even economic progress. Could Television be used more to reach these non-readers? I have read that most Americans have a television set even if they do not have a bath room. How about cartoons and T.V. shorts directed at various classes of persons? Could not the 3 major T.V. networks be asked to donate 60 second (or more) spots? And what about radio spots? And spots on educational T.V. for children especially. I expect adult viewers of educational T.V. are book readers.

I expect that looking at the U.S.A. as a whole, it is the rural people who still have less access to libraries than city people. Mail service of books + records to them could be stressed on T.V.

Ruric N. Smith
3127 S. Rockford Dr.
Tulsa, Okla. 74105

National Commission on Libraries
and Information Science
1717 K Street, N.W.
Suite 601
Washington, D.C. 20036

Please check the following as they apply to you:

[ ] I shall submit written testimony for the official record as soon as possible.

[√] I do not plan to submit written testimony. – However see notes on back of this sheet

[ ] I plan to be present at the regional hearing.

[√] I do not plan to be present.

[ ] ______________________________

I recommend that you contact the following person(s) to obtain written testimony for the official record: (Name, position or title, complete address, telephone number, include area code, please)

Mrs Allie Beth Martin 120 E. 26 St. Tulsa Ok. 74114 (Chief administrator of the Tulsa City-County Library system)

Mr Hunter Martin - Univ of Tulsa Library 600 S. College Ave, Tulsa 74105 (Humanities program)

Mrs John D. Beck 4322 South Allegheny Tulsa Ok 74135 (Studying for MA or PHD in Library Science at Univ of Okla

Mrs M E Arnold 218 E 29 St. Tulsa Ok 74114 (State President League of Women Voters of Oklahoma

From:

Name Mrs Ruric N. Smith

Position or Title User of Tulsa City-County Library

Address 3127 South Rockford Drive

City/State Tulsa Ok. 74105

Telephone (Area Code) 918-747-1652

INFORMATION AND COMMUNICATION
(Can't Have one Without the Other)

Library and information services must meet the needs of the people. In general, our society is still asleep, bound in mental swaddling clothes, to the necessity to be well informed in order to participate in the decision making process.

Americans today have had their confidence eroded in politics. They are no longer willing to let legislators make decisions for them because too often their elected officials were not well informed on vital issues. Furthermore, most citizens do not know where to get facts on vital issues for themselves. The news media attempts more and more to do our thinking for us.

The energy crisis may be the key to our awakening. Perhaps as Dr. Edwin B. Parker has stated in your Annual Report, Page 24: "Dr. Parker deals with information as a survival commodity whose importants rivals that of nature and energy. He notes that the effective conversion of nature into energy (or vice versa) to meet human needs depends upon the availability of information on how to accomplish the task. Investment, therefore, in the involved production and distribution of information (a non-depleting commodity) may be the only way to make the best use of the depleting commodities whose consumption is equated with the quality of life in many areas of human experience."

1. Libraries need a public relations staff member.

2. Libraries must lobby in government at the local, state and national level, just as the education association recognized nearly 30 years ago that an improvement in education would never come about until they trained lobbyists

to interpret and communicate their needs and problems to government officials and to the public.

Citizens should and must have access to public information about government services and government decision making at all levels. For instance, agenda for Council meetings, minutes and reports from local boards and commissions and other pertinent information regarding law making processes, should be accessible through our local libraries not only at the main library building but at all branches. Advance notice of Council meetings and so forth, should be well displayed and publicized. The local level is the only place to begin to build the public image of the library. In our fast changing times and technological advances, we cannot afford to wait for a crisis to generate interest or to influence our governmental bodies.

3. Local library boards should be appointed on the basis of their willingness to serve as active public relations persons for their library.

4. Library Science courses must include the art of grantmanship and politics. Why should not library administrators and librarians participate in politics? Politics is people. Information can help us if we can communicate that we have it. Libraries and board members have been too meek and too weak in this area for too long.

5. Public information is one area in which I feel we could ask our young people to serve their library. The young people do need and want responsibility, not just token objectives, but concrete evidence that their city and its problems need their help. You will usually find the best workers in town

among your young people. If your city has a Youth Commission, place your problems before them. Brainstorming sessions can be a most revealing way to solve problems and young people do have good ideas that work, especially in their own communities.

6. I would like to suggest that all librarians contact their local career education programs for information on how to present careers in the library program.

I hope these points will stimulate interest on ways to solve the "image crisis" for public libraries.

More money is always a need for libraries and information services, but all the money in the world cannot solve the problems if the man in the street does not know he needs the services.

Needless to say, I could talk a long time on this subject, but I have tried to be as brief as possible.

Respectfully submitted,

Dorothy Theilkas

(Mrs.) Dorothy Theilkas
2046 W. Windsor Ave.
Phoenix, Airz. 85009

813

SPRING BRANCH INDEPENDENT SCHOOL DISTRICT
DR H M LANDRUM GENERAL SUPERINTENDENT

OFFICE OF
MRS. LOIS LAND
DIRECTOR OF LEARNING MEDIA SERVICES

PHONE 464-1511
955 CAMPBELL ROAD

MAILING ADDRESS
P. O. BOX 19432
HOUSTON, TEXAS 77024

March 11, 1974

To: The National Commission on Libraries and Information Science
1717 K Street, N.W.
Suite 601
Washington, D.C. 20036

From: Kathryn Thompson, Coordinator Kathryn Thompson
Learning Media Services
Spring Branch I.S.D.
Houston, Texas 77024

The statements that follow are submitted in response to your letter of February 26, 1974, soliciting testimony on any aspect of library and information needs and service that is important to me or to which I feel capable of addressing myself. These statements represent concerns from my observation and experience as a public school teacher and librarian, and as coordinator of instructional media services in a public school district of 38 schools, K-12. I speak also as the current president of the Texas Association for Educational Technology, a state affiliate of the national Association for Educational Communications and Technology (a division of the National Education Association).

Public school libraries are decidedly moving away from the traditional library concept and are organized and operated as media or learning resources centers for the students and teachers of individual school campuses. The newer standards and guidelines of state education agencies support this concept. The basic idea included in the following definition is generally accepted by public school administrators and media personnel: A MEDIA PROGRAM IS THE SUM TOTAL OF ALL THE MEDIA SERVICES ORIGINATING IN A MEDIA/LEARNING RESOURCES CENTER OR LEARNING ACTIVITIES INVOLVING MEDIA WHICH ARE COORDINATED BY THE MEDIA STAFF. Library and audio-visual services are not separated into distinct areas in the school media/learning resources center, but are viewed together as "instructional/learning media services" that support the school's curriculum.

School media/learning resources centers are concerned specifically with media services that implement the instructional programs of the school. Basically, these services are:

1. Consultation regarding available and appropriate media and technology.
2. Instruction and guidance in media utilization
3. Design, development and production for the generation of learning resources
4. Access to learning materials, equipment and space, as an extension of the classroom in which learning activities can take place.

These basic services apply to both students and teachers. Much of the school librarian/media specialist's time is spent working directly with teachers and teaching teams.

The professionals in school media/learning resources centers are primarily concerned with effective application of media to the teaching and learning processes; therefore, their basic professional concerns and training need to be in teaching, with media specialization built upon their education and experience as teachers. Technicians and aides trained in technological and library skills are needed to assist these professionals.

From these concepts of the school media/learning resources center, it follows that public libraries, as they currently function, are not conceived, staffed nor equipped to implement the school media/learning resources center's functions. Colleges that prepare school librarians/media specialists should be cognizant of the specific competencies needed for these professionals, and should not base their curriculum for Public, College, and School personnel on the concept that their basic needs are the same. The National Commission on Libraries and Information Science can recognize and endorse this and thereby influence training institutions in developing more effective curriculum.

Public libraries often try to provide curriculum materials for schools instead of developing innovative programs and services for young adults and children that are not geared to the school's educational programs. As school libraries move consistently into the media/learning resources center concept, they could relinquish some of the recreational aspects of library service and specialized information search activities to the public libraries. The National Commission can help eliminate duplication of services between schools and public libraries by

(1) influencing school accrediting agencies to define and require basic media/learning resources center services for each school campus, and by

(2) providing interaction opportunities between school library/media specialists and public library administrators in which areas of responsibility could be defined and delineated and areas of cooperation established.

The Commission will better serve the interests of both Public and School libraries by using its influence in these directions and not in encouraging consolidation of elementary school libraries and public library children's services.

Funding of school media/learning resources center services, both for adequate materials/equipment and staff, should be definitively included in the state and local systems of public school financing, and should not be dependent exclusively upon Federal funding.

Logical assistance to school media services from federal funding sources, as recommended by the National Commission of Libraries and Information Science, could be:

1. development of automated selection and bibliographic control systems appropriate to school processes,
2. creation of networks for costly indexing and abstracting services, and
3. linkage of school media/learning resources centers to public and college computerized reference services via telephone--this could reduce the numbers of high school students using public and college library reference services.

Because of the educational orientation of school media/learning resources centers, certification of school library/media specialists should be regulated by the state education agency certification boards, and should not be in the province of a separate library commission. Accreditation of school media/learning resources centers should be a facet of accreditation of the school as a whole, and not accomplished under a separate library commission.

PLEASE NOTE: If the National Commission on Libraries and Information Science wishes to include public school media/learning resources centers in its scope of understanding and help, it should include public school (K-12) library/media professionals on its various committees and commission meetings. Neither Public Library nor Library Graduate School personnel should be expected to speak knowledgeably or authoritatively about the current goals and directions of public school library/media services.

mj

Testimony of Edwin F. Vaught, Librarian, Southwest Research Institute, 8500 Culebra Road, San Antonio, Texas for the Southwest Regional Hearing, Hilton Palacio del Rio, 200 South Alamo, San Antonio, Texas, on April 24, 1974.

My testimony is presented from the aspect of a special librarian in a technical library in the southwest area of the U.S. This area does not include a single outstanding technical library which can supply the interlibrary loan needs of the smaller technical libraries. There are a few universities in this six state area with better than average collections of technical materials. There are also a few unusually good specialized libraries such as the library of the School of Aerospace Medicine at Brooks Air Force Base. There are six universities in the state of Texas with collections of technical materials large enough to be of help to the smaller libraries. Of these, two are libraries in private schools, and the other four are state schools. Both of the private schools and one of the state schools place unusually high charges on their interlibrary loan services. Charges typically are $4.00 to $5.00 per transaction. This compares to the 10¢ to 15¢ per page charge for photoduplication and postal costs only for loans of books by the other institutions.

There are presently two networks available for our use. There is a medical network; the steps in this go from us to the University of Texas Health Science Center at San Antonio, to the Southwestern Medical School at Dallas, and then possible to the National Library of Medicine. The other network connects the San Antonio Public Library with the Texas State Library, and then to the Library of Congress. Service by the National Library of Medicine will not be made except through the channels outlined previously. One may go directly, however, to the Library of Congress.

It would seem that libraries richer in holdings should be encouraged to share them with other libraries to a greater extent and with the smallest charges possible. Perhaps the Department of Health, Education, and Welfare could help bring this about through its grant giving agencies.

I do not know whether it would be feasible to suggest one network rather than two or more. However, I do feel that the name of the Library of Congress should be changed to show that it is in fact the national library. Libraries such as the National Library of Medicine and the National Agricultural Library should become branches of the national library. One should be able, using the public library network terminal, to query the data banks and other facilities of the three previously mentioned libraries.

Problems of libraries generally could be alleviated, perhaps, with increased funding. Many librarians, I am sure, feel that all or almost all problems of libraries would be solved with massive infusions of Federal money. In recent years when Federal funding of libraries took place on a larger scale, many libraries were able to purchase rare books that they would not otherwise have been able to afford. Most librarians are over-enthusiastic buyers of gadgets, and grants to libraries would enable them to increase such purchases.

Robt. L. Wagner
706 RIO GRANDE
AUSTIN, TEXAS

April 1, 1974

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and Information Science
1717 K. Street, N.W. Suite 601
Washington, D. C. 20036

Dear Mr. Burkhardt:

In answer to your opening question, yes I think about libraries a good deal -- but only from my own point of view because as a writer and researcher I spend much time in them. My main concern, since I live in Austin, is with the State Library; secondarily with the libraries of the University; and thirdly with the Austin Public Library -- all of which are for my purposes, first rate.

It is my understanding, however, that President Nixon has cut library appropriations and also that the Federal Library Services and Construction Act, which expires in 1976, may not be renewed. Obviously I am in favor of restoring appropriations and the extension of the Act.

It would also seem to me that discretionary monies, either state or federal, should be made available so that libraries could be improved on an ad hoc basis -- i.e., what seems most pressing in a given area.

To sum up: I'm in favor of any intelligent federal and/or state plan of library operation which will make the best possible use of the cultural resources of the country.

Sincerely,

Robert L. Wagner

P. S. I will be unable to attend the San Antonio meeting.

LIBRARY
SAN ANTONIO COLLEGE
1001 HOWARD STREET
SAN ANTONIO, TEXAS 78284

JAMES O. WALLACE
LIBRARIAN

STATEMENT PREPARED FOR THE HEARINGS OF THE NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE IN SAN ANTONIO, TEXAS

Prepared on behalf of the Council of Research and Academic Libraries, San Antonio, by James O. Wallace as Chairman of an Ad Hoc Committee for this purpose as well as representing personal views of the writer.

The representatives of the members of the Council of Research and Academic Libraries, San Antonio (using the acronym CORAL) wish to applaud the statement of the Commission on the significance of information networks and cooperative programs contained in the annual report and the related materials in the draft proposal prepared at the Boston meeting. We are very appreciative of the efforts of the Commission in the areas of access to information, protection of the rights of the scholar (or other user) in the proposed copyright revision, and in recognition of the significant role of the Library of Congress.

CORAL is a consortium which includes as participating institutions:

- 4 universities, 2 public and 2 private
- 3 private senior colleges
- 2 public community colleges, one of which is has the fourth largest enrollment of academic institutions in the state
- 2 privately supported technical research institutions
- 1 public library, the regional resource center for a network of smaller public libraries within the Alamo Area Council of Governments jurisdiction and linked with the State Library
- 1 library serving a public medical and dental graduate institution
- 1 special purpose religious institution
- 3 Federal libraries, largely concerned with medicine and health
- 1 representative of the Air Force library system headquarters

This consortium is unique in the diversity of types of libraries actively participating together, in the extent the individual members are also participating in other systems while continuing to benefit from the regional consortium, and in the degree in which resources, expertise, and cooperative planning are shared among the members. Because the experiences of this consortium both epitomize many of the purposes of the National Commission and because they encapsulate the needs of many institutions across the country, we believe the views of CORAL will be of significant interest to the members of the National Commission.

CORAL was organized and has developed through the years because there is in the Southwest a dearth of materials needed for research or to meet information needs of students and the general public. Only through cooperative efforts is it possible to begin to meet the needs of the heterogeneous clientele of the various libraries. Access to materials among the membership has been enlarged through cooperative acquisitions based on defined areas of responsibility. Generous lending arrangements, including reciprocal student use of academic libraries, has facilitated utilization of the materials. The interface with other networks through a member of CORAL participating in the additional network has accrued additional benefits. Other activities of CORAL which have vastly improved information resources in the region include shared storage facilities for little-used materials, card production based on MARC data, computer-produced union lists of serials, joint development of computer services, and exploration of the possibilities of combined use of audiovisual materials and facilities (including instructional television). What has been done was accomplished without support by any significant foundation or Federal funding of the consortium.

Based on our productive experiences for a number of years, we make the following recommendations for consideration by the National Commission:

1. *That in geographic areas which are characterized by fewer informational resources but continuing needs, financial support be given to existing consortia by the Federal government during the period national plans are being developed, especially when membership in the consortium represents diverse types of libraries.*

In many geographic areas resources are already concentrated and further financial support should not be required; this concentration is not found in the South, portions of the Mid-West, in the Mountain States, or Alaska. In such areas continued national funding which is not channeled by type of library and which would permit at least a small staff for program implementation would make considerable difference while national plans are developed and tested.

2. *That the development of monolithic approaches to all data processing, storage, and retrieval services be avoided unless these utilize some of the smaller, existing consortia.*

The smaller institution often has great needs in proportion to its limited resources. Most planning on the national scale has tended to be directed toward a network of large institutions. These networks are often so structured that the needs of the smaller institution are disregarded.

It is at this point that we must express disagreement with the implication of the draft of "A new national program of Library and Information Service"which implies that all local networks are by their nature incapable of future interconnection with national networks. Our experience is that more interrelation can be expected if the needs and concerns of the regional consortia and the small institution are taken into consideration by their involvement from the beginning.

For example, the members of CORAL have profited by the development of card production at Trinity University through their MARCIVE system. The procedures developed there to meet flexible requirements of a variety of users are quite different from the procedures developed with massive funding at the Ohio College Library Center. The costs to the participating library are far less, the contents of the cards are more easily modified when needed, and responsiveness to institutional needs are more significant than in the OCLC system. At the same times the procedures are entirely compatible with any national program for bibliographic data or processing of materials. Adaptability and alternatives are needed in national planning.

3. *That the Commission encourage provision for the development of shared information resources through increased use of microforms for information purposes.*

Inexpensive microfiche or microfilm copies of lesser used or out-of-print materials would increase access in large sections of the country where resources are sparce. Cost of postage for such materials would be less than for the loan of other print materials. Many of the arguments about photocopying and copyright would be eliminated if the revised copyright legislation would include the responsibility on the part of the owner of copyright materials to continue to keep his book available for immediate acquisition either in its original format or in microform.

4. *That Federal grants be continued to those groups of institutions sharing resources through planned cooperative policies without limiting them to single types of institutions.*

Most Federal grants have been by category of institution--that is, public library grants, academic library grants, medical library grants, etc. These have, it is true, made possible the development of resources to meet specific needs and have (and continue to be) important in meeting some of the needs for resources. They have not, however, made for uniform development of library resources.

Within CORAL, for example, the academic libraries and the public library have been the recipients of vital grants as was the medical school. The other members did not fare so well. The two private research institutions both provided materials used by graduate students but were not eligible for any Federal grants. The libraries at the government installations have always had limited funds as these filtered down through channels and have made a valid contribution to regional information needs which often has been overlooked in the funding process.

5. *That emphasis be given to efforts to achieve more cost-effective systems.*

Consortia have been funded by private foundations and the government without correlation between costs and results. CORAL has not had large sums available, but its members can point to accomplishments achieved with close attention to costs. Information systems too often are blind to costs. Systems should be encouraged in which the greatest good can be accomplished through effective use of funds.

The members of the Council of Academic and Research Libraries, San Antonio, welcome the members of the National Commission to San Antonio. We hope that your visit and the hearings in our city will result in the germination of significant developments in the handling of information and the growth of library systems and that our statement may be a small contribution to this end.

SUBMITTED ON BEHALF OF CORAL

James O. Wallace
Director of Learning Resources
San Antonio College
Chairman of CORAL Ad Hoc Committee.

Carnegie Public Library
TYLER, TEXAS 75701

L. B. WOODS, DIRECTOR

Proposal for National Library Network

Every citizen should have equal access to informational needs. Therefore a Federally funded library network should be organized. If properly executed, large savings could result to the taxpayer.

A) The Library of Congress would become the U. S. National Library.

B) National Library Agency to coordinate Regional Library Systems - Regional Libraries would be located across the country according to population, e. g., proportioned so that a Regional Library would serve a minimum number of districts whose members serve in the House of Representatives. The number of regions should not exceed about 40.

1) Sparcely populated states would be grouped and served by one Regional Library. Heavily populated states, such as California, might need two. (Ignore state boundaries)

2) All regions would have national computer hookups for purposes of Inter-Library Loan.

3) All Regional Libraries should be totally built and operated by the Federal Government. (State aid should be reserved for local libraries.)

4) Establish national directives for standards. e. g., staff, book collection, buildings, processing or cataloging, inter-library loan, public services, etc.

5) Centralized ordering and processing for all libraries in the region. This would insure:

a) Higher discounts on books.

b) Each title would have exactly the same cataloging regardless of what libraries received copies, including standardized call numbers. Elimination of different styles of cataloging across the country would be highly advantageous, especially for inter-library loan.

c) Approved titles could be selected by local libraries according to their allocated materials budget.

        d) Books would only be one form of material. A full range of A-V material would be available. Certain types, such as 16 mm film, could be kept at regional headquarters, which would serve as a cooperative.

    6) Every region would allow for local differences in types of material needed, e.g. local history, geneology, local industry, etc.

C) Local Libraries (Branches)
Again these could be spaced according to population density, e.g., a local library for every 50,000 people served.

    1) Located centrally or in largest town.

    2) Built with matching Federal and State Funds.

    3) National Building Plan - Libraries already in existence would be utilized. The building program would give priority to areas totally without libraries. Areas with inadequate libraries would receive second priority.

    4) Do away with governing functions of local library boards and city commissions. They are too often ignorant of proper library service and often don't see the need for libraries.

    5) Each library would be staffed according to patron use of the library. (It should be recognized that such factors as bad weather in the northern U. S. has a positive effect on Library usage as does population density and adequacy of collection.)

In closing, let me explain that the concept of revenue sharing is not advantageous for libraries. Some cities and counties give libraries revenue sharing funds, but entirely too many don't. LSCA funds have been helpful in the past primarily because substandard libraries have had to improve each year in order to receive them. Giant strides have been made as a result. Revenue sharing funds can be received whether the library has improved or not.

Also, the Federal Government should guarantee that it will not fund a national system one year and not the next. The minimum support must be agreed upon and set into law according to a sliding scale dictated by inflation or deflation. The system must be an important part of the government in order to set the service and keep it going. A successful program will be very expensive if it is funded on an on-again off-again basis.

Thank you for taking time to read my thoughts on the National Library Network. I would be glad to testify orally at your request.

Sincerely,

L. B. Woods

L. B. Woods

LBW/gw

XII. RECOMMENDATIONS AND CONCLUSIONS

Recommendations

The rural nature of the Navajo Reservation coupled with the exceptional characteristics of the Navajo people call for some unique library programs and delivery mechanisms. There is no lack of suggestions, unique and otherwise, about what could be done if funding were available. The Four Corners Library Planning Committee has produced some suggestions in its preliminary plans for the Four Corners Library Project. These and other ideas are discussed below and the number and variety of ideas illustrates that some people are concerned enough about present shortcomings to have at least given thought to possible solutions.

Bookmobiles

Because of the rural nature of the Reservation, bookmobiles will undoubtedly remain as the primary method of extending library service, regardless of who sponsors the program.

> Services offered by the bookmobile to the Indian community should be greatly expanded. Service to Indians--both on and off reservations--has been handicapped by regional and local conflicts regarding legal and technical responsibility to the Indian population and by a general tendency to relegate responsibilities for Indians to the Bureau of Indian Affairs (BIA). While it is true that some educational opportunities and resources are afforded the Indian through BIA facilities, it is apparent that they fall far short of what is really needed. It may well be difficult to develop a program in conjunction with the BIA, but the State Library--and, indeed, the State Education Department--would be remiss if they continued to hold to the assumption that Indians served by the BIA are fully served. It is a particularly poignant fact of our society that the

> Indian in the United States has long been neglected; in view of our libraries' concern with social awareness, all possibilities for service should be explored. (32:10)

One suggestion is to continue the Arizona Four Corners Mobile Library Project but also enter into cooperation with the Reservation bookmobile programs of New Mexico and Utah. The concept of disregarding state lines is fairly new, but is quite logical here because of the Reservation as one political unit. A well-designed, three-state cooperative program could be more economical by eliminating some duplication of effort while offering better service. According to Ms. Groulx, Utah once offered to provide bookmobile service to northeastern Arizona under contract, but nothing ever became of the offer. (2)

People are always trying to improve on a good thing and this is true of the bookmobile concept. Two variations of the bookmobile theme, especially adapted to Indians, have been located.

Mr. Bernard Richardson, Director of Library Services at Navajo Community College envisions a bookmobile in the form of a small four-wheel vehicle. (36:467) Large, cumbersome bookmobiles with 3,500 volume holding capacities are fine for paved roads, but on the Reservation, most people live from less than one and up to 75 miles off the few paved roads. These small four-wheel vehicles would hold fewer books but could reach more families. Of course, usually only the children read, but during summer vacations, access to reading materials would help maintain reading levels and provide some recreation.

Mr. Douglas Philbrick, a Sioux Indian and one of the few American Indians with a Master's Degree in Library Science, suggests another variation of the bookmobile theme which he calls the mobile learning lab. He suggests that mobile units be equipped to teach and demonstrate what community members want to learn. For example, if the women in the community express a desire to learn more about sewing and cooking, a lab could be equipped with sewing machines and stoves and offer books, films, periodicals, lectures and demonstrations on these subjects. A separate lab could be built for men wanting to learn more about carpentry. (34:112) The mobile units could be moved from community to community or chapter house to chapter house. Use of these miniature information centers might contribute to convincing the community of the need for permanent libraries or information centers. (34:113)

Public Libraries

Certainly the existing public libraries at Window Rock, Chinle, Tuba City and Shiprock should be improved. The possible establishment of a public library in Kayenta and the fuller utilization of the Rough Rock Library Project facilities by interlibrary loan would help improve service to Navajos. In time, more "branch" libraries could be developed in larger communities. All of these public libraries should have advisory boards made up of Indian representatives from the communities. Workshops to educate board members about libraries and board functions are advisable. Tribal authorities should be involved in governing and funding capacities.

To coordinate the whole system of public libraries a professional librarian could be hired and a new library department created in the Navajo Tribal Government. This coordinator would help standardize Reservation libraries and services, design and implement new programs and conduct evaluation of programs. This coordinator could consult with and tie-in activities with the Arizona, New Mexico and Utah state libraries.

Deposit Collections

For the Reservation it is apparent that bookmobile service over a wide area and a few selected community libraries can offer better service than a proliferation of small deposit collections. There are several disadvantages to the deposit collections; the collection grows "stale" and "read out" too quickly and without the regular service of some trained person there is little chance of going beyond the immediate collection for interlibrary loans or any type of reference service. If a regular rotation system of collections was organized with provision for their regular exchange plus a request system, there might be more value to the small deposit collection idea. Without this rotation of books, a bookmobile gives better service as there is a fresh selection of books each visit and a wider overall selection, as well as the provision for requests and reference services through the headquarters library.

Home Library Project

The home library project is potentially of value, but care should be taken not to offend the recipients of the books. For this reason a careful study should be undertaken prior to the distribution of books for home libraries to determine the attitude of the people toward such a program. Should the program be workable, the second step would be to determine the informational needs of the people. These needs should be determined by the people involved, not by the administrators of the program. The solution to this problem would be to have the program administered by local people. The book collections would be rotated and renewed frequently, and there would be no hard and fast rules governing the use and return of materials used. As much as possible, the home library program should be combined with other projects previously mentioned.

An Organization of Reservation Librarians

There should be more cooperation among all types of librarians on the Reservation and this could be accomplished by establishing an organization of Reservation librarians. This organization would help bind library workers and their similar problems. With the help of the Navajo Tribal Library Coordinator and state library agencies it could sponsor workshops to help raise levels of training for library workers. Different aspects and levels of library work could be offered at the same workshop or through a number of small ones. Professional librarians could conduct sessions for library technicians while outside consultants could be brought in to offer higher level training for the professionals. Only one example of the importance of these workshops is the number of library aides presently running elementary school libraries in New Mexico.

Cooperation with Other Programs

To promote use of library resources and knowledge of library programs, other agencies and personnel can be utilized. On the Reservation there are innumerable programs under the Navajo Tribe, the Bureau of Indian Affairs, the Public Health Service, the churches, the state governments and there are many independent federally funded programs. The libraries on the Reservation should work closely with these agencies because as an information center, a great deal of service will probably be identifying program services and directing people to the agency that will answer their needs.

The Hiring of Navajos

All libraries on the Reservation should hire Navajo people, if not as professionals, then as para-professionals and non-professionals. The literature on library service to Indians supports this recommendation. "All effective programs of service report Indian aides on their staffs. In fact, it might be stated that without an Indian person of the same tribe as the tribe to be served to act as liaison, it is doubtful that a program can be more than a paper tiger." (31:unpaged) The researcher witnessed the effect of this essential but uncommon practice in a public high school on the Reservation. The library aide was a Navajo male, about 21 years old, who had attended the school where he is now working. As during his school years, he is very active in the school sports program. The librarian, thirteen years at this school, said there are more students in the library than ever before, certainly more boys and she attributes the fact mostly to the aide's presence. At the time the library was visited, the aide was splicing film at a table in the middle of the library and talking with four boys sitting around the table with him.

The librarian said she is glad to have the increase in people coming into the library; she has noticed that many of the boys who come into the library to talk with the aide often drift to looking at books around the library and browsing through magazines which are kept in one corner of the library.

The above high school, some school libraries, the Window Rock Public Library, the Arizona bookmobiles and eventually Navajo Community College are among the few libraries on the Navajo Reservation that have hired Navajo people. Almost all of the Navajo people working in libraries are non-professionals. The qualifier "almost all" is used because though none are known of, a few professionals might exist, most likely in school libraries.

Granted that there is a lack of trained Navajo library professionals and para-professionals; nevertheless, it appears that existing agencies such as the New Mexico and Utah bookmobiles could exert more efforts to find, hire and train Navajo bookmobile workers. More training programs and more vigorous efforts to recruit native persons for training are needed. The few such programs which exist are discussed below.

The Library Training Institute

The information about this Institute comes from an interview with Dr. Norman Higgins, director of the program, held at Arizona State University, Tempe, Arizona, on June 4, 1973. The four year program at Arizona State University (ASU), called the Library Training Institute is presently training eleven Indian people to be media specialists in school libraries. Three in the program are Navajo people. Enrollment in the program has shifted and changed somewhat since the beginning in 1971, but for the most part, participants who started in the program as freshmen are now juniors.

Participants in the program receive stipends and counseling while taking regular courses offered by ASU; they meet periodically and are also provided with tutors when needed. They major in either elementary or secondary education and minor in library media. When participants graduate, they will be certified teachers, ready to run school libraries.

Being an Office of Education funded program, tuition and fees are paid by the program and students receive $75.00 a week stipend, plus an additional amount for each dependent. Originally intended to be a four year program running from September, 1971 to May, 1975, this program has lost funds for the last year because of federal funding cuts. Dr. Norman Higgins, as director of the program is responsible for locating funds and has approached the BIA in Washington D. C. to supply funds for the 1974-75 school year, but their reaction was not favorable. He felt that they would be the logical ones to continue program funding because there are Indians from several states in the program and indications are that some will return to their states to work in BIA schools. As alternative sources of funding, Dr. Higgins intends to contact the Arizona State Department of Education, tribal governments and possibly private sources. It is not known how the program will continue through its fourth year. The free tuition and living stipend attracted most participants. Dr. Higgins said that without the stipend probably all but three of the participants would be forced to drop out of the program for financial reasons. Nine of the participants are women, almost all with families to support.

As stated before, three in the program are Navajo. At present it seems that all participants will return to their

Reservation or go to BIA schools.

Part of the rationale behind the program was to fill the need of getting more Indian professionals working in schools with large Indian enrollments. Program planners realized the expense and immensity of a program to train enough Indian teachers to replace all non-Indians teaching in schools with large numbers of Indian students. As an alternative, plans turned to training school library/media personnel. One Indian person in the library would have close contact with all students, teachers, administrators and the community and could help bring about educational change. Two of the objectives of the program are (1) to train program participants to build up good, relevant and ethnically slanted materials collections and (2) to train these people how to work with students, teachers and administrators to help better tailor education to Indian students and their special needs.

This type of program is what is needed to attract Indian people into training for work in libraries. These people in turn, with ethnic background, native languages, knowledge of the Indian people and communities and with built-in rapport and concern, can return to work with Indian people, teaching the usefulness of libraries and furthering the educations of Indian people. Participants contacted unanimously said that they did not foresee any difficulties in obtaining jobs which is a good indication that Indians, well-trained are wanted.

Other Universities and Colleges

With the push to hire minority staff in all areas, there are many educational opportunities available to Indians. Accredited library schools and schools which offer library science courses could probably be persuaded to offer some type of scholarship to Indian students willing to enroll.

A number of universities in the area around the Navajo Reservation offer courses in library science. Some of these are Northern Arizona University in Flagstaff, and the University of New Mexico in Albuquerque; both could train Indian para-professionals and school librarians but with the exception of the program at ASU, these institutions do not actively recruit Indian people. (See Appendix VII for additional information.)

Mr. Bernard Richardson has suggested that efforts should be made to "establish a formal program at NCC to train Navajos as library-aids, not only to man the potential community reading room service centers at Chinle, Kayenta, Shiprock, Ganado and Tuba City but also to fill the clerical vacancies in libraries in the entire Southwest". (36:467)

It has also been suggested that the Library and Media School of the University of Albuquerque, in cooperation with the Southwestern Indian Polytechnic Institute, a technical and vocational training center for Indians in Albuquerque, train library technicians and make special efforts to recruit candidates willing to return to the Reservation. (22:11)

St. Michael's High School

The librarian at St. Michael's High School, Sister Georgiana Rockwell with a Master's Degree in Library Science, has created a very thorough library training program for the high school girls. The school is a private Catholic girl's school with a program by which students can earn credits toward graduation by working in the library. The school also sponsors a very active chapter of the Student Library Association of Arizona, and offers a course, titled Library Science.

In all three library related activities, students do card typing, book accessioning, original cataloging with Library of Congress Classification schedules and other tasks, all of which are rotated so that all girls are experienced in many phases of library work. This year there were 22 members in the Naatsiilid (Navajo for Rainbow) Club. (37:A-14) Many of the girls become essentially trained library technicians since some participate in all three library related activities.

Conclusion

There is a need for all types of information services on the Navajo Reservation. More materials, more staff and longer hours of service, and special outreach programs are needed in existing library facilities. Distances people must travel to satisfy their informational, educational, recreational and cultural requirements must be reduced. Existing services need to change their focus in order to deal with students and establishing them as library users and adults in meeting problems of career development, health and other priority concerns of the area. (26:4)

From examining state library laws and the extent to which the state libraries fulfill their duties, it can be concluded that they are almost entirely meeting their legal obligations. But certainly it cannot be concluded that the Navajo people are receiving adequate library service. To support the services needed, a steady source of funds is needed and possibly responsibility can be attached to the Federal Government.

"...the history of services to the Indians in the Southwest has been one of federal jurisdiction with little local responsibility or federal support. Unfortunately, no special federal money has been earmarked for public library projects or materials for the Indians." (7:3)

Navajo Indians pay no local or state property tax, no state or local sales tax and as of March 27, 1973, Navajos in Arizona pay no state income tax. This Supreme Court decision may eventually apply to some states presently levying income tax on Indian citizens. The fact that the Indian populations in these states are not paying taxes may also affect the amount of services received from the state governments. Navajos do, however, pay federal income tax and most local services and education funding for them comes from the Federal Government.

The above taxation situation is very similar to the Canadian Indian bands and reservations. Canadian Indian bands began expressing interest in having libraries in the 1960's, many developing volunteer libraries on their own. As a result of this interest, Saskatchewan's provincial library and the Indian-Eskimo Association approached the Department of Indian Affairs and Northern Development,(comparable to the U. S. Bureau of Indian Affairs) with facts and figures about libraries in relation to Canadian Indians. This presentation of facts showed that Indians did make use of community libraries and that Indian bands had made numerous requests for information on establishing community libraries and joining regional library systems. (40:38-39)

In March, 1967, the Department of Indian Affairs and Northern Development made provisions for library grants amounting to $1.00 and later $1.50 per capita from Grants to Bands Funds. (19:49) Also a library consultant was added to the Department staff. To get these funds, the individual Indian band must show initiative in establishing library service, must match grants with at least 10¢ per capita and must establish a working arrangement with a larger library system. Federal library grants and band contributions take the place of local tax funds available in other communities and allow tribal libraries to join systems on an equal basis. (19:49)

It is conceivable that the above funding program could be initiated in the U. S., for the benefit of Navajo Indians and all Indians in the U. S.. Librarians should apply pressure to either the U. S. Office of Education or the Bureau of Indian Affairs until one or the other accepts responsibility and establishes an active Indian library service division. (19:46) Certainly the American Library Association Library Service to American Indian People Subcommittee, a part of the Library Service to the Disadvantaged Committee, could and should help with the establishment of such a funding program.

Margaret Wood
Director of Library Services
Navajo Community College Library
Tsaile Campus
Chinle, Ariz. 86503

PRIDE BUILDS
NEW ORLEANS

CITY OF NEW ORLEANS

MOON LANDRIEU
MAYOR

MEMORANDUM

DATE: February 13, 1974

TO: Mr. Frederick H. Burkhardt

FROM: M. Eugene Wright, Jr. MEW

SUBJECT: Testimony for presentation at the Southwest Regional Hearing on 24 April 1974, in San Antonio

The principal problem plaguing libraries is role determination. Insecurity about exactly what the library is for makes support with conviction rare.

The role is a local matter. To me, it is a determination of what the library can do best, after considering what other public or private agencies are doing where overlapping of services is a possibility. If some other agency is better equipped to perform a certain function, then the library should probably eliminate that function from its realm of activity. (What I'm saying pertains principally to public libraries, but the philosophy is applicable to any library.)

One of my most trying assignments is to try to analyze and categorize new activities that my library is urged to undertake. With the proliferation of new activities and the paltry value of the dollar, I should think that anything less than careful scrutiny and assessment of expanded or new service would amount to malfeasance of office on the part of the decision-maker. (Constant reassessment of ongoing activity is just as important, but libraries typically fail in this responsibility also.) It is my view that if libraries, especially public libraries, were conducted more like a business with the capacity and willingness to analyze cost versus benefit, then more respect, more use, better service and better financial support would be forthcoming. I cannot help but believe that if libraries did not fall prey to the administrative looseness induced by the amphorous nature of the taxpayer's dollar, their problems would be considerably minimized.

New Orleans Public Library / M. Eugene Wright, Jr., City Librarian / 219 Loyola Avenue, New Orleans Louisiana 70140
"An Equal Opportunity Employer"

It is suggested that the Commission study the plausibility of the foregoing assertion, and if findings warrant, to recommend a method for upgrading the administration of libraries, particularly public libraries.

MEW/jgp

enclosure

NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

Oral Testimony

24 April 1974

San Antonio, Texas

NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

SOUTHWESTERN REGIONAL HEARING

APRIL 24, 1974
SAN ANTONIO, TEXAS

MEMBERS PRESENT:

FREDERICK H. BURKHARDT
Chairman;

CHARLES H. STEVENS
Executive Director;

JOSEPH BECKER	BESSIE MOORE
LOUIS LERNER	LESLIE DUNLAP
ANDREW AINES	CARLOS CUADRA
DANIEL CASEY	CATHERINE SCOTT
JOHN E. VELDE, JR.	JOHN LORENZ
JULIA WU	MARTIN GOLAND.

MR. BURKHARDT: We have a full agenda, so I think we should start right away. The schedule is set up so that each speaker will have 15 minutes. I think you can rest assured that your testimony has been read and that we are ready with such questions as the members of the Commission may have.

So I would suggest that you not read your statement over again to us, but simply point out the highlights or add anything new to it that you think you want to put to us, and then we can get right down to business. I will try to keep the schedule moving along as it should. We will probably have a short break around 10:00 or so and then we will resume and move on as fast as we can.

Our first witness this morning is Maryann Duggan, who is the office director of SLICE. Miss Duggan, will you take over?

MISS DUGGAN: Thank you, Dr. Burkhardt.

This morning we have a team representing the Southwestern Library Association and the SLICE project. And if we may, we would like for each of the team members to make about a two and a half minute presentation.

MR. BURKHARDT: Fine.

MISS DUGGAN: And to show you our sincerity, we brought our own timer.

May I introduce Hartsell Young, the incoming president of the Southwestern Library Association and a faculty member of the Graduate School of Library Science of the University of Texas. Hartsell?

MR. YOUNG: I am speaking for the South-Western Library Association and SLICE. The Southwestern Library Association, as you know, is a regional library association and one that we think is having a great deal of impact on library development in the Southwestern Region.

We think, of course, in regional terms, and in examining the draft of the national plan and in reading the annual report, we were looking for regional programs to which the Southwestern Library Association can relate. And of course, we do find regional aspects. This is a regional hearing, of course. And there is reference to the regional aspects of library networks and library cooperation.

But specifically, we relate to one of the six major points in the description of the national program that appears in the annual report. Existing state and regional library and information programs can become the building blocks of a national program. The partnership of federal, state and local services must be developed to make the best use of resources, reduce duplication and accomplish at each level the task best suited to that level.

We would insert here federal, regional, state and local services because Southwestern Library Association and SLICE do have ongoing regional programs.

Also state programs that mirror the federal program in organization and operation can contribute directly to a unified attack on this important problem. We have regional programs that we think will mirror the federal program.

I know that ordinarily library associations are not thought of as the most effective means of carrying on a program of work. I think this is because volunteer help is needed, members are scattered geographically, and so it is difficult to carry on a continuous program of work.

But SWLA is different in this respect in that it has not only an administrative office to handle the business affairs of the association, but what we call the R & D arm of the Southwestern Library Association, which is the SLICE office which Maryann Duggan is director. So that SWLA is in a position to carry on a regional program and has been doing so through its planning and development of the regional bibligraphical network and its plans for developing a continuing library education program in the region.

But I would now like to introduce Marion Mitchell, executive secretary of SWLA who will talk briefly about the administrative unit and then Maryann Duggan about SLICE.

MR. BURKHARDT: Thank you.

MS. MITCHELL: Good morning. I am Marion Mitchell, and I am the executive secretary of the Southwestern Library Association. I am the first permanent, full-time executive secretary that the Association has had. I have been employed by the Association since August of 1973. I share an office in Dallas with Maryann Duggan. As a consequence, the administrative arm and the R & D arm of SWLA work very closely together.

Since 1968, the Southwestern Library Association has literally taken itself up by the back of the neck and given itself a shake and decided it is going to be a work-oriented or work program oriented association.

In order to accomplish this end, we have changed our structure from a traditional committees and standing committees and appointed committees into task forces and interest groups. At this time, any member of our association who sees a project that needs to be done or feels that they would like to do can organize themselves into a task force, which is an entity that exists to accomplish this particular task in a stated period of time, or an interest group which will extend over a longer period of time and perhaps include a larger number of members and non-members, people who are interested in a given field.

At this time, we have several interest groups and we have task forces within the interest groups in bibliographical networking, in publicity and public relations, in technical services, in children and young people, and each one of these is work-oriented. At the end of the biennium if their work is done they pass out of existence. If they wish to continue, a reapplication must be made to the board. So that at no time do we have dead wood accumulating in the organization.

At this time, our membership as of April the 1st numbers 2,628, and that is still growing. We had a goal this year of membership of 3,000. I have every reason to believe that we will achieve this in a very short time, judging from the number of memberships I still have to process.

The numbers, of course, the percentage of our membership comes from the region. 6.9 percent from Arizona; 7.3 from Arkansas; 16.4 from Louisiana; 8.7 from New Mexico; 13.6 from Oklahoma; and 46.1 from the great state of Texas. These are librarians of all types. We are talking about school librarians, special librarians, public librarians, academic librarians, librarian educators and trustees, the whole broad spectrum. We have at this time 270 institutional memberships. These are libraries from chiefly the region, but include libraries from all over the 50 states, Canada and Great Britain.

We have, we feel, in our administrative office, a central corps focus for our membership. It has proved to be of great value, I believe, to the association membership in that greater and greater interest is coming into our office. And I am able, through our office, to direct inquiries to be able to answer questions and to be able to pull into focus the membership.

We have our newsletter, which has become a bimonthly. Included in this newsletter is a continuing education calendar which is one of our thrusts of interest, as Miss Duggan will tell you. Our conference programming is directed specifically to the needs of our members. We feel that at this time we are collecting data on our membership, which is going into a membership data base which we hope will be a basis for a regionwide information source for not only Southwestern Library Association, but state library associations. We hope at some future date to have this in a standardized form so it will be able to be used by everyone.

Thank you.

MR. BURKHARDT: Do take another minute if you have a minute.

MS. MITCHELL: I would like to give to you the kicker. This is what pushed Southwestern Library Association off dead center. It is the ALA Chapter relationships national state and national regional and state by Grace Stephenson.

This study was the catalyst that got us going in the direction of work-oriented programs and focused our attention on what the needs were in order to be a viable force in the library profession in the southwest.

I would like to give this to the Commission for their consideration.

MR. BURKHARDT: Thank you.

MISS DUGGAN: To show you that we are totally non-discriminatory, I will set the timer on myself.

Mr. Chairman, ladies and gentlemen of the Commission. The SLICE Project which stands for Southwestern Libraries Interstate Cooperative Endeavor, this project evolved out of a felt need for the sharing of library resources or unique services across state lines. It could not have evolved if there had not been a Southwestern Library Association and the work of Miss Grace Stephenson and those leaders. The project was a natural outgrowth out of that organizational structure.

We have had two areas of major concern in the SLICE Project.

One is that of planning for bibliographic networking and the other is that of continuing education for our library staffs. We have had some successes and we have had some failures. Based on this two and a half years of our experiences, may I share with you some of our findings.

Bibliographic networking in our opinion requires a variety of systems and capabilities at different levels. These must be developed within the framework of a plan and incremental implementation.

We believe that the machine readable record, the machine readable bibliographical record is the heart of the network. And technical standards are absolutely essential.

The cost of bibliographic networking is such that no one library or very few individual states can afford to implement a bibliographic network independently. Thus we believe there is a need for national programs.

The lack of a national program has created a situation which I am going to call a tower of Babel. It is a situation in which we have such diversity and incompatability of merging networks that they cannot interface technically or organizationally.

The users are confused, and in our opinion this situation is creating a waste of resources.

Within the national plan, we feel there are specific roles and duties for each organizational level;

local, state, multi-state and national.

At the multi-state level, we do not now have a distinct organization entity with the legal, financial or resources structure necessary to perform the task required at the multi-state level. There is not a legal entity as such other than perhaps, other than something like the Southwestern Library Association, with the exception of a few areas like in the New England area.

Current funding patterns do not recognize this level of activity.

For example, the SLICE Project has been funded by a combination of funds from the State Library Agency's private funds such as Council on Library Resources and other private donations and SWLA funds. Frankly, this is not sufficient to do the task that is required.

To develop a meaningful, bibligraphical network within a multi-state region, the state should be the basic building block. To do otherwise, that is to involve only a few libraries within a state, is in our opinion, disruptive of the orderly development of maximum resource sharing.

Continuing education of all library staff is essential for the full development of users services and the use of these new technologies and extension of services to the non-servant. Continuing education requires unique skills, resources and staffing. Most states lack this capability individual, at least in our area.

Our studies indicate a multi-state approach offers certain advantages.

I brought along, Mr. Chairman, some handouts which I would like to leave with the Commission. And may I, at this time, then, introduce Vivian Kashew, the Associate State Librarian for the state of Louisiana, and Vivian's state and her library have been very strong supporters for our project. We have asked her to address the concept of this from her perspective.

MR. BURKHARDT: Thank you.

MS. KASHEW: I am very pleased to be here this morning to have the opportunity to speak to you about the relationship of the State Library Agency to the Regional Library Organization.

We really feel that cooperation is the name of the game in Louisiana libraries. Since 1969, there has been a publicly supported library in each parish in the state. As you know, our political subdivisions in Louisiana are known as parishes rather than counties.

These libraries are organized at the parish level so that every service outlet within a parish is a part of the parish library system.

When this goal of library service in every parish was accomplished, Louisiana began to look towards larger units of library service. Cooperative library systems crossing parish lines and also crossing type of library lines. Our state plan calls for the development of seven such systems in the state. To date, two systems have been organized and another is in the process of organization. These systems are funded primarily with library services and construction act funds through the state library with a small amount of local funding.

They have been outstandingly successful in improving the quality of the service as well as speeding the delivery of materials.

At the state level, Louisiana libraries have cooperated in other projects such as the compilation of a union catalogue of Louisiana materials and more recently, most of the academic libraries and the largest public library in the state, the New Orleans Public Library, are cooperating in the compilation of a Louisiana numerical register, commonly known as the L&R, which is a register of books listed by Library of Congress catalog number. These numbers are computer-stored and printed out in microfeet form.

The third edition of the L&R, which is in production, should list approximately three million locations in the state.

The regional systems, that is our regional library systems within the state, are presently following this pattern which has been established at the state level of gaining better access to materials within the region through the compilation of a numerical register. And it is my understanding that three other southwestern states are also compiling numerical registers so that at some time in the future it may be possible to print out the southwestern numerical register, which would improve access to materials throughout the region.

This is an opportunity and I think indicates a need for regional cooperation which could be accomplished through such a program as the SLICE Program.

These are just a few examples of ways in which library service can be improved through intrastate cooperation. However, there are some programs which can better be accomplished through the interstate cooperation or regional cooperation. One of these is continuing education. This is a real need in Louisiana and in states throughout the region. Because most of the long-range plans for library development call for the improvement of the usefulness and effectiveness of library personnel.

We feel this is one of the major goals and one of the ways in which library service can be improved most effectively.

This continuing education will require specialized personnel, specialized materials which can be coordinated at the regional and national levels and shared by all of the states.

A second program that can better be coordinated at the regional level is bibligraphical networking, which will make all of the resources of the region more readily available.

Another example of regional cooperation is interlibrary loan of materials for the blind and physically handicapped. There is a need in this area, particularly for regional materials, which are recorded within the states and can very easily be exchanged among the libraries for the blind and physically handicapped throughout the region.

The Southwestern Library Association through the SLICE Office, has been responsive to the needs of the libraries and the library users in the region. And for this reason, the state library agencies have been willing to contribute to the financial support of this program with library services and construction act fund under Title III. We consider this has been a good investment and we would like to see it continued.

MR. BURKHARDT: Thank you. Maryann, are we ready for questions?

MISS DUGGAN: Yes, we are at your disposal.

MR. BURKHARDT: You mentioned to start

with that there is not now, that SLICE is not a legal entity, right?

MISS DUGGAN: Mr. Chairman, by that SLICE itself is not a legal entity. The Southwestern Library Association has incorporated as a non-profit corporation in the state of Texas. And it does qualify as a tax exempt institution under the federal income tax laws.

But we really have no legal base for an organization among the six states as such. We do -- some of the states do have an interstate compact legislation, but it is not like the interstate compact which created the Southern Regional Education Board or the Western Interstate Commission on Higher Education or the New England Board of Higher Education.

MR. BURKHARDT: Do you find it an obstacle or a handicap not to have the legal --

MISS DUGGAN: I do, sir. It is my opinion that it is a handicap.

MR. BURKHARDT: Bessie?

MRS. MOORE: Yes. I would like to ask you -- well, I'm sure you can answer this. All of the states that contribute to SLICE I am sure do so at the present time out of federal funds?

MISS DUGGAN: Yes. It is my understanding that if it were not for Title III LSCA Funds, it would probably not be possible.

MRS. MOORE: That was the answer I wanted to get. In other words, I assume you think it is very necessary for the federal government to have a role?

MISS DUGGAN: I think it is essential that the federal government continue to support those kinds of services and programs that the states themselves cannot handle.

MR. CUADRA: The word national was mentioned several times in the discussions and Miss Kashew mentioned it in connection with continuing education saying that this ought to be coordinated at the regional and national level.

Is national used completely synonymously with federal, or does it mean something else?

MISS DUGGAN: Vivian, can you answer that?

MS. KASHEW: Well, I intended that it be synonymous with federal. Of course, I know of the study that has been made of the needs of continuing education throughout the country and the proposed national plan for continuing education. But I think that the regional organization can serve as a very effectively liaison between the national and the state programs of continuing education. I see a need at all three levels, state, region and national.

MR. CUADRA: Second question. As the word library is used throughout the paper, does it include, does it fully include the activities of technical information centers?

MISS DUGGAN: One of the problems that we sense in this region is that there has not been the interfacing of the technical information centers with what we traditionally call traditional library services. This is one of our long-term goals and a very acutely felt need to interface these two services within the region.

MR. DUADRA: Thank you.

MR. BURKHARDT: Mr. Velde.

MR. VELDE: In your continuing education, do you include trustees and friends?

MISS DUGGAN: Yes, we do. We have a variety of programs and I can only, in the listing here, for example, there are some programs for trustees. We do have within our organization a trustees interest group. And we believe in trustees, certainly.

MR. VELDE: Have you ever thought of school boards as being a part of the family?

MISS DUGGAN: I personally could not answer that. Do any of you wish to address that?

MS. KASHEW: Maryann, you may remember at the meeting of the sales, as the Southwestern program is called continuing education for library staffs, at the meeting of the advisory council in February, there was some discussion of including any group having to do with library planning and funding, library trustees, municipal officials, county and state officials as well as, I think the school board members were included at that time. Any group having to do with planning or funding library programs.

MR. BURKHARDT: Mr. Aines?

MR. AINES: To both of you. Do you see any advantage of national continuing education program?

MISS DUGGAN: We cannot do within the region even within our great region, we cannot do it all. Yes, we see multiple roles, and I would like to suggest to the Commission that they might wish to review Mrs. Martin's study of continuing education needs in this region. We indicate there is a role for the library education agencies. There is a role for the library association and there is a role for the employing library. There is a role for the librarians. There is a role for trustees.

In the same manner that there are these multiple roles at one level, the regional level, there are also multiple roles vetically, and that the national program, and I refer to Dr. Stone's work or study, can perform certain functions that we could not and should not be trying to perform.

On the other hand, we can perform certain functions that the national program cannot and should not be trying to perform.

MR. AINES: Could I ask one more question in the same area? Do you see the possibility of over-organization in this area?

MISS DUGGAN: I can concede certainly that it is possible, but I think where there is deducation for a purpose we can overcome that problem.

MR. BURKHARDT: Mr. Lerner?

MR. LERNER: I would like to ask you a question in the national/nationwide sense. That is, as we develop bibligraphic networks and cooperation, should this be federal from the top down or rather, as you are doing it, from the bottom up or a combination?

MISS DUGGAN: Mr. Lerner, reason is a better part of valor. We can't do it strictly from the grass root level up because we reach a point where we have nothing to latch to. We don't have the underpinnings that a national program can give us. We can hang in there for awhile, but if we had a national framework and there were some federal planning that we could be part of and convey federal funds, we believe our program would be more viable. I do not think there should be a monolithic national top-down program exclusively, and I believe that the grass roots program from the bottom up cannot survive very long.

MR. BURKHARDT: Mr. Lorenz?

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MR. LORENZ: Maryann, the regional network directors now have an organization, is that not true?

MISS DUGGAN: I don't believe so, John. What, if you are referring to the group that meets at OCLC, those are directors of groups that have signed contracts with OCLC and John, in my opinion, that is not the national network.

MR. LORENZ: Is there some move, do you see some value in regional network directors getting together to begin to devise an overall plan?

MISS DUGGAN: I feel very strongly that this is necessary. I will say also, John, that we need a national library approach to this rather than a vendor approach to it.

MR. LORENZ: What are your future goals for SLICE? Can you tell us where you would like to be going?

MISS DUGGAN: Where we would like to be going?

MR. LORENZ: Yes.

MISS DUGGAN: Do I have any restraints on this vision?

MR. LORENZ: Let yourself run.

MISS DUGGAN: Well, in this area of continuing education, we do have a commitment now for 18 months funding from the six states and the Southwestern

Library Association which will permit us to employ a full-time continuing education coordinator. In fact, we have a position description and we are recruiting. Would you like to apply, John? So we are often running on continuing education and we have some packages developed and we have a needs assessment and so on.

In the area of network planning and network development, this is of much, I shall say more complicated and more costly and more technical problem and it is here where we have the frustrations of the lack of a national network system.

MR. BURKHARDT: Kitty?

MRS. SCOTT: In the area of continuing education, what emphasis do you place on the parent professional as opposed to the librarian?

MISS DUGGAN: Our definition of continuing education is whatever is necessary to make any library staff member at any level to be able to perform their functions more effectively. We have a large number of what is called parent professionals throughout our region and throughout our state. We are designing programs or programs are being designed to meet their needs also.

MRS. SCOTT: They are acting in some cases as librarians?

MISS DUGGAN: In many libraries throughout this region, and I assume it is not unique to these six states, there are one-half person libraries which are operated by a person who is a dedicated volunteer and who may not even be a college graduate. Yet these people can fulfill a very useful function in the delivery of library services of the local level.

MR. BURKHARDT: There is time for one more question. Miss Wu?

MRS. WU: I assume you don't include school librarians in your network, do you?

MISS DUGGAN: No, ma'am. I'm sorry if I gave you that impression.

MRS. WU: Do you see any perspective to include us school librarians?

MISS DUGGAN: Yes, ma'am, I certainly do. In fact, school librarians are a large percentage of the membership in our association and in our network planning we try to work with the state level librarian education agencies who are also doing network development within the schools.

Certainly in the field of multi-media development, for example, this is a rare resource that we believe can be shared across the board.

MR. BURKHARDT: Mrs. Moore has a final question she would like to ask.

MRS. MOORE: I am connected, as you may

know, with the State Department of Education. And the in-surface training, the continuing education problem with the public schools is fairly simple, except for the fact that teachers are becoming more militant and don't want to do these things. I hope librarians don't get to that point.

MISS DUGGAN: I do, too.

MRS. MOORE: But what problems do you see with continuing education because of the distance and a few people? It is very difficult to have a fairly small school system can do a good job of continuing education, but it is much more difficult for a scattered library. Do you have any answers to this problem or how are you approaching that?

MISS DUGGAN: We believe you have to put on a road show. You have to take the continuing education package, if I may use that term, out to where the people are. There is a limit to how much traveling the consumer, the librarian in the local area can do. Most of them can't do any. So you have to devise delivery systems that will take the continuing education to where the consumer is. As Mr. Lerner knows, that is the game of communications, and that is what we are really talking about.

Now the problem is, how do you design these kind of delivery systems. We are looking at an array of delivery systems. One of which is raising the level of awareness through our newsletter so that they will know what continuing education units are available and can write in and call in or walk in and order it.

Another is to develop packages that we can take to them. Does that answer your question?

MR. BURKHARDT: Before you go, could you leave your material with Mr. Becker, and I will pass it around?

MISS DUGGAN: I will be pleased to. Thank you for giving us this opportunity.

Let me say just one thing. Please, National Commission, move fast, move rapidly, you are ten years overdue and we desperately need your national program.

MR. BURKHARDT: Thank you. The next witness is Mr. Richard O'Keeffe of the Texas Library Association from Houston, Texas. Mr. O'Keeffe?

MR. O'KEEFFE: Mr. Chairman and members of the Commission. I am Richard O'Keeffe, president of the Texas Library Association. I have with me this morning Mrs. Jerry Hetherington, the administer to the secretary of the Texas Library Association who may be able to help with questions from the Commission later.

The Texas Library Association is a 3,000-plus member organization, which held its 1974 conference here in San Antonio just a month ago in which it sponsored discussions of the Commission's proposed national programs of Library and

Information Service.

These discussions took place in division, round table and standing committee meetings of the association and with the Texas librarians from different professional backgrounds participating. The material that I have this morning is a summary of the views, not my views, on the proposed national program. Not all comments are on the plan, because not all participants were familiar with the plan. Some are general comments, some are concerned of librarians present. I'm sorry that the copy that we sent to Mr. Stevens didn't reach him in time for it to get into your hands before today. I think it is in your hand today.

MR. BURKHARDT: We got it last night. We have read it.

MR. O'KEEFE: So I will try to summarize the summary very quickly or perhaps stop on a few points, whatever you wish to do as we go along.

You will notice the public librarians who were present at the association emphasized the importance of developing a national plan and a national agency for librarian and information science, but not necessarily a new agency they felt. There was some attachment to a place within the Office of Education still.

Their concern that the Commission appear not to have -- appears not to have given sufficient emphasis to the development of library and information resources or to the development of professionals who understand the needs for person-to-person service as well as for technological tools and aids. They ask "Where is the acknowledgement in the national program of the need for federal aid to library education?"

Public librarians are concerned about the Commission's emphasis on the funding for national library network to the seeming exclusion of other aspects of library service. They ask, for example, will the Commission recommend support of regional library systems?

The public librarians call the attention of the Commission to the need for dependable sustained funding for libraries and information centers and for the support of long range planning. They would like a national plan to give appropriate emphasis to service to unserved areas, although some believe library service efforts could go too far in attempting costly services to remote areas.

Public librarians expressed a willingness to give up some local autonomy in the interest of better and more economical service, provided a balance is maintained among modes of service.

Both the public librarians and the school librarians present noted that the Commission's proposed program failed to say anything about the need for cooperation between public and school library and information services.

Speaking for the individual citizen, one public librarian asked that the following question be raised: "Will I get good service and will it be free?"

Now the children's librarians and the junior members of the association wanted to emphasize their primary concern with cooperation between public and school librarians again. And they wish to re-emphasize the need for dependable federal funds.

The documents librarians urge that neighborhood information centers be given priority along with the federal information centers, which are not mentioned, I believe, in the plan. But federal information centers are already well-developed.

The Archivists urge that clear, comprehensive guidelines be developed for the preservation of public documents. This is a national as well as a state responsibility as they view it.

Now the special librarians, especially those serving business and industry, are unclear as to the place of special libraries in a proposed national network. They ask, "How is the information and data of private entrepreneurs in the knowledge industry to be worked into the proposed national library and information systems? Can arrangements be planned for reimbursement to these entrepreneurs when the information or data they hold is in demand? The special librarians suggest that a national plan create standards without attempting control of library and information resources.

The library planning section of the Library Development Committee of the Association went on record as endorsing the Commission's proposed programs, but they wish to express the following concerns: The proposed program does not focus strongly enough upon the human element in library and information service as they see it at least. They point out that the goals of the proposed program cannot be reached if existing systems do not develop rapidly enough in the interim period. They urge that categorical federal aid to libraries and information centers be continued, stressing that work on a national plan can be no substitute for current and future support. They endorse the Commission's proposal that a federal agency be created to administer the National Library and Information Program and that the library profession be strongly represented in the administration. Should a national data bank and information centers be established, they recommend that care be taken that the rights of the individual and his or her privacy be maintained and protected. This, of course, is well spoken to in the plan.

Library expertness must be made use in all phases of the program, they felt, and standardization should be based on existing programs developed by librarians.

The library planners wish to assert that any assumption that libraries have the capability of carrying on well until a national plan become effective is erroneous.

MR. BURKHARDT: I read that, and it didn't make sense to me when I read it. Maybe you could right now clear it up. What does it mean?

MR. O'KEEFFE: They simply mean they don't want all emphasis and all funding to go into a national program and funding for categorical aid and that sort of funding to stop short of their being ready to be an assistant.

MR. BURKHARDT: Okay.

MR. O'KEEFFE: The spokesman for the state library raises the following issues: Any plan should be so designed as to reach all potential users, no matter how remote; and national plans should include a mechanism for this purpose. A national plan should be explicit on how local libraries would fit in. Not all states have equal capability for participating in the national program, as one point was strongly brought up. Not even Texas in the Southwest may be prepared to join a national plan. It is important in this regard that the national plan include performance standards for the guidance of state governments when they are confronted with the task of setting up state agencies to administer the national library and information plan.

The intellectual freedom discussion group observes that technological developments in library and information service must not be regarded as the major concern of the national program. Of greater concern, this group urges, is the issue of unrestricted public access to information about public issues. Restricted access seems to be the overriding policy of the government at the present time.

Now there was no word from the college and university library division of the association, I'm sorry to say. But individual academic librarians urged a strong role for college and university libraries in the national plan in relationship to the state libraries, perhaps. I would personally like to point out or point to the role of the private university libraries in any national program and plan that aims to serve the community. Perhaps the federal and state government should consider supporting private university library service. In this state, both Rice University and Southern Methodist University provides fee based services to business and industry through their libraries. Services that include reference, literature searching, verification and referrals and so forth. In Houston, we issue oral (speaker was inaudible on this particular word) to professionals and researchers. We serve the students of the community college through a special program and we assist high schoolers. In building a national network for either referral services or bibligraphic and information services, a good look should be taken at the private university library, who have information centers now providing such services. And thoughts should be given to linking them into a network.

The overall perspective is that there is strong support among Texas librarian for national planning of library information resources, especially from those that are serving in public institutions. There is, however, a serious concern that a national plan reflect a balance commitment to existing institutions as well as future developments to a national network of librarian information services. Both are important and so is the recognition of the importance of the human link between the technological aids and the client. The autonomy of local libraries is important, but there is considerable tolerance for improving local service by linking to regional and national systems, so long as in the process the local units are preserved and nourished.

We have a supplementary statement from the Association's task force on library services to the disadvantaged in Texas, which I have given to Mr. Stephens, and which is of such a nature that I think it is best placed on the record and those of you that have not had a chance to look at it wouldn't be in a position to comment on it.

I will be glad to go into it if you want me to.

MR. BURKHARDT: Thank you. That is a very comprehensive statement. I think you will find when you see the revised program that we have been working on that a great many of the points you have raised have been answered and at least it will show that we are paying attention.

MR. O'KEEFFE: As I said, Mr. Chairman, some people have not had a chance to read the plan and what were their concerns were already done to some extent in the plan, but they felt them as concerns.

MR. BURKHARDT: A good many weren't, and they have been since, for instance, we paid more attention to the problem of categorical aid and certainly tried to make the document, like you call it, a human element stand out more. I think we have improved it a good deal and good many other points you have raised have been dealt with.

On the question of whether it should be a new agency or not, we have -- I don't think there is a clear answer to that, and we are not stressing that it should be a new agency so much as that it should be a new service and a new function.

MR. O'KEEFFE: I understand.

MR. BURKHARDT: It might be NOE or it might be elsewhere in the government or might be a new agency.

MR. O'KEEFFE: I appreciate that.

MR. BURKHARDT: We will have to work that much more carefully.

On categorical aid I think we are pretty well agreed that categorical aid has not fulfilled its objective yet and it should be continued. There is a strong need for it and so on. Many of these things I think you will find have been answered.

Do any members of the Commission have any questions? Mr. Casey?

MR. CASEY: If a national network is established, do you think there will be a temptation on the part of municipal authorities, state government to cut back on library support, the reason being that they will say why should we buy books and library materials if you can borrow it from someone else. Just tap into the federal network and you can get all the material you want and we shouldn't make large local expenditures. Do you think there will be a temptation to cut back on the local support and number two, if there is, how can you counteract that tendency?

MR. O'KEEFFE: There might very well be, Mr. Casey. I kept thinking of standards as you said, that standards for participation in the network and standards for maintaining them in the network and I think the state agencies should be encouraged to have standards for themselves as the state librarians brought out in his statement and for those -- for participation in the network. And this should be the constant theme. And the local, it is the local support that is augmented and complimented by other financial support.

MR. BURKHARDT: Mr. Lerner?

MR. LERNER: Is Texas making progress, Dick, in state grants for libraries?

MR. O'KEEFFE: Texas has a legislation which was passed in 1969 called the Library Systems Act, which is designed to enable, for libraries to work within the system. The enabling legislation is there. We have had only minimal support for it since 1959, that is to keep it going, to encourage the systems approach and the systems idea. The legislature will be meeting again in 1975 and all librarians and library agencies in the state are working together, their legislature programs and so forth. We had a governor's conference last week in Austin and from the governor down they made reference to the Library Systems Act, the need for greater support for libraries, and of course this was to pave the way for 1975 legislative session. We will all work for what we call full funding of the Library System Act in order to be able to realize a system of libraries within a state.

MR. LORENZ: What is that level of full funding?

MR. O'KEEFFE: Something over two million. 2.8.

MR. LORENZ: Is that the factor for you think it is necessary for Texas to participate in the national program?

MR. O'KEEFFE: Well, it is what we feel we can realistically get from the legislature, that is within the ball park where 50,000 is certainly not.

MR. BURKHARDT: Mr. Lerner?

MR. LERNER: Are there any success stories of libraries who have got meaningful revenue sharing or are they all disasters?

MR. O'KEEFFE: Jerry -- does anybody know about revenue sharing in Texas?

UNIDENTIFIED SPEAKER: Very few.

MR. O'KEEFFE: There are very few. I don't -- I know there is a county library in the Valley which has been built. But I think, if I strained, I could give you two or three.

MR. BURKHARDT: Mr. Becker?

MR. BECKER: Dick, you mentioned before the value of the private sector, the information entrepreneur working more closely with the traditional library world. Are there any examples of this working successfully within Texas?

MR. O'KEEFFE: Well, I don't think I was attempting to make that point so much as the point to be sure to include them and to protect their interest and to compensate them and not put them out of business and so forth.

There are examples of it in Texas in the sense that the information centers like the one at S.M.U. and the one at Rice use commercially based information services on a fee basis for such services. And we have no thought to do other than that.

MR. BECKER: Has the principle for paying for information been accepted to some extent?

MR. O'KEEFFE: I think so. In our operation, we charge from the beginning, even though as with so many others we got a start under the State Technical Services Act and might have done it differently. We charged from the beginning to set that tone and to set that as an operating principle. And I think it was the only thing that kept us in existence when State Technical Services Act was phased out.

MR. BURKHARDT: Mr. Aines?

MR. AINES: I have two questions. The first deals with perhaps a fine-tuning question. We talked about the need for information for remote areas constantly. And I have yet to get a picture that is clear to me as to how much information is really required in remote areas, whether or not the expectation is that it will be the same as, say, it is in San Antonio.

MR. BURKHARDT: Pull the mike up to you.

MR. AINES: The problem then is one of extent, need and whether or not we would be overselling the program if we pushed too far.

The second question which you may also prepare for is when you started your comments, you pointed out that these were the views of the association, which leads me to believe that you had some personal views.

MR. O'KEEFFE: No, not necessarily. I simply wanted to distinguish between my views and those that I were here for.

MR. AINES: Fine. If you will take the one question.

MR. O'KEEFFE: Well, I said something in here about public librarians believing that library service efforts could go too far in attempting costly service to remote areas. And I appreciated their putting that in there. We work so hard, and we talk about, you know, 21 counties in this state that have no service and no library and three-quarters of a million people in the state who are unserved. I think we have concern for these people. They are people, and they aren't just ranchers rustling cattle. There are doctors there and there are lawyers there and there are educated people there who have chosen to live there and so forth, and they need basic library services. The intent of the library systems Act which I mentioned to Mr. Lorenz is to provide basic library services for these people but to tie them into major resource libraries that serve multi-counties. So that that basic library service will not be more expensive than it need be, and you know, as you used to say when you open the door of the basic library unit in Rising Star, Texas, that you have opened the libraries of Congress or a national information system or whatever it is that is appropriate.

MR. AINES: Well, do you feel that the economics of such support is going to equal the demand? The very fact that they have chosen to live in a remote area is an indication of some sort.

MR. O'KEEFFE: Yes. I don't know. It is difficult for me to give you more than an off-of-the-top-of-my-head opinion on that. I think that the state library will -- the state library agency will have to play a very careful role in accessing the need, understanding on the major resource centers, we have ten in Texas, for example, ten of them, and each one of these major resource center libraries will know more about the, will know something about the counties being served as will the state library in turn. I think it is, as you say, fine tuning that the response to their need and the first step is understanding the need and not overreacting to it.

MR. BURKHARDT: Mrs. Wu?

MRS. WU: Talking about cooperation between school and public libraries, is there any existing cooperation in Texas?

MR. O'KEEFFE: I am sure there is. One of the outstanding examples is the so-called Olney project, where a city in Texas is once again experimenting with a project of having the school library and the public library to be the same and see whether that relatively small community could be well-served by that one unit. That is not the only thing that is going on. I mentioned efforts in some of the major cities to make sure that all library units were working together to recognize the school libraries are a part of the system and a part of the need. Now the school librarians are, of course, a very strong element in all of the state associations and their needs are considered and addressed or they wouldn't stay in the association.

MRS. WU: What are the specific functions do you think that can cooperate with you?

MR. O'KEEFFE: Well, the first thing I am tempted to say is to prepare the younger generation for, particularly as they come into junior high school and high school, for participation in a national network. To understand what it means to live in an information-based society and have to benefit from that information-based society through information-based society through this kind of system, education.

MR. BURKHARDT: Only one question from this side. Is there one -- we have time for one more. Carlos?

MR. CUADRA: You made the statement there is considerable tolerance for improving local service by linking to regional and national systems. I assume this is carefully worded and that you chose the word tolerance deliberately.

I'm wondering if the concept of improving local services by linking to other things is do you really mean that is as positive as you can get, that you can just tolerate it?

MR. O'KEEFFE: Well, of course, I don't remember the word tolerance, to be frank with you, and if it is there, it certainly wasn't mine.

MR. CUADRA: There is considerable tolerance.

MR. BURKHARDT: Near the end.

MR. CUADRA: There is considerable tolerance for improving local service by linking to regional and national systems.

MR. O'KEEFFE: I cannot believe that word tolerance was that carefully chosen to suggest that they would be pulled kicking and screaming into such a system.

MR. BURKHARDT: Okay. Thank you very much.

MR. O'KEEFFE: Thank you.

MR. BURKHARDT: I will call the next witness, Mr. James Wallace, librarian for the San Antonio College library.

MR. WALLACE: Thank you.

MR. BURKHARDT: Mr. Wallace, we are glad to have you. You can assume that we have read your testimony so if you just want to give us the highlights and stress what you think we ought to pay particular attention to or add something and then we will ask our questions.

MR. WALLACE: Thank you. I am James O. Wallace, Director of Learning Resources at San Antonio College. I'm also president of Council of Academic Research Library of San Antonio, which is a consortium composed of a number of types of libraries, academic, publics, including Mr. Goland's two institutions, that are designed to increase research capabilities and interrelationship capabilities in this region. The only type of library not represented in our consortium are school libraries, which does not mean that there is not a lot of interrelationship with school libraries.

Our consortium is perhaps a good example of interrelationship between institutions of various types. We arrange the full gauntlet including representation from the Air Force library system, which is headquartered at Randolph Field, so that our small consortium does have international aspects through the participation of the Air Force library system in the consortium arrangement.

Our concerns have been generally in the area of support. We recognize the value, for example, of categorical support. Our academic libraries, as a result of this, have received in the period that Title 2A of the Higher Education Act has been available and have received something over 700,000 dollars of categorical support, which has made a tremendous difference in the level of library service that exists within our area. We have also, because we have shared this and have planned it, has developed resources that make it possible for each of us to be stronger because of what we have done. We have had a plan in existence from the beginning in which each library took responsibilities for certain areas of materials and has developed strength in those particular subject areas.

My own institution, for example, is a community college, but we have taken the responsibility for 18th century British literature, partially because of a collection that came to us from one of our faculty members so that we have built to the strength in this area which is really a graduate level area as part of our consortium of responsibilities. And each of the other libraries have taken similar areas of responsibilities.

The concerns that we outline in the presentation has been the fact that we recognize that certain areas of the country have adequate reference and research services available. In the Southwest this does not exist to that extent, and certainly not in San Antonio. Although we have some unique institutions, with some unique strengths in our area. We are still in the area that is underdeveloped in terms of research needs and in terms of library services. We strongly support what the national commission has indicated in its terms of developing researchers. We are concerned, however, that in the efforts to develop national services the existing local arrangements are not ignored. For example, the tendency in terms of systems has been to concentrate on national systems without interrelating to local. And in this area, for example, we have had card production from the marked tapes at Trinity University under what we call the Marcive Program for a number of years a number of our local libraries are having the card production off the marked tapes from this. We have as an affiliate of our consortium a Marcive users group which has been concerned with this. And yet we see nationally all the emphasis being made on the OCLC type of system and we feel there are alternatives and alternatives should be considered.

The big advantage, for example, for us on the Marcive system is not only that it is local, that alone would be no advantage, but it's flexible and its cost is far less than what we would be paying for equivalent service through the OCLC type of system, where an entry retrievable cost of a dollar seventy, our card production cost is similar to what OCLC has, but the retrievable entry and other costs are considerably less. And we feel that when we are looking at systems that we ought to also include some looking at alternatives that meet the need of the small libraries. OCLC does very fine with the large universities that has abundance of money. The small institution like ours we cannot afford with the resources that are available in San Antonio for our institution to participate with that kind of an entry retrievable cost of a dollar seventy. Whereas we all find it financially feasible to do so at less than what we were paying for the cost of library conference cards to have our card production from this.

This is one example of what we feel like concerns should be. Members of our consortium are linked up with a number of the other systems. The medical libraries in our systems are linked up there in several systems that exist with the medical libraries. Our public library is part of the Texas Library System and functions as a major resource center for the public library setup for this region and several of the other libraries are involved already. And through these consortiums our own institutions, whether we are a member or not, are linked up.

MR. BURKHARDT: Is your system tied in with SLICE as a system or is it a separate institution?

MR. WALLACE: SLICE, of course, is Southwestern as a whole, and we are part of this. We are aware of and involved with SLICE, not particularly as a consortium, although we have had some direct relationships and did apply for one grant for a special purpose through SLICE. Yes, I would say that we are linked up with SLICE and well aware and concerned with what SLICE is doing. Although we disagree in terms of the inner university concept in terms of card production and bibligraphic aspects.

MR. BURKHARDT: Well, while you are on this network point on page 3 of your testimony that you sent to us you said you disagree with an implication of our draft national program which implies that all local networks are by their nature incapable of future inner-connection with national network. Who gave that impression? We didn't intend to.

MR. WALLACE: As we read it, it said

something to the effect that the funding of smaller networks seem not to be profitable and this was the implication that the members of the committee as we read that and looked at it gathered. Now we may have been wrong there and we are interpreting merely what we saw and this was the impression that we gathered.

MR. BURKHARDT: I don't remember the part, but I don't think it was our intention, unless we meant if they are all going to incompatible and have a lot of nuclear small networks that can't talk to one another --

MR. WALLACE: We have found by working together as a group even though we are different kinds of libraries, we are interrelated to other networks through individual members of our own consortium. For example, if I had a medical question, I could go out to contact the health center library and through Medline, get the information that we needed for that kind of survey. My own library, for example, is part of the Texas Numeric List as is the San Antonio Public Library. And the other libraries who are searching for inner-library loan materials can, through the Texas Numeric List, by contacting us, can locate it. Another library, for example, is involved in the Meric network and through contacts through them, which we know locally by telephone, we are interrelated to these.

MR. BURKHARDT: Mr. Becker?

MR. BECKER: I have a two-part question, Jim.

MR. WALLACE: Yes.

MR. BECKER: The first is what gave you the stimulus to start a consortium to begin with and the second one is a little more technical. What is the relationship in your line in terms of your planning between Marcive and the bibliographic network proposed by SLICE?

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MR. WALLACE: All right. First of all, the incentive to this was a recognition by Mr. Goland's predecessor as president of Southwest Research Institute and some of us in the library feel that San Antonio (thereupon Mr. Goland coughed and drowned out the speaker's word) research material and we were having constantly to go out. And at the same time, recognition that we had some level of potential locally for developing the research. Now feeling that we should, before we did anything else, try to develop our own research possibilities, and this has led us into our organization. It has led us into our developing areas of responsibility for each library in which they can provide some level of development according to their ability. Some of the smaller libraries have a very concentrated and very narrow element of responsibility. The larger ones have taken on much larger areas.

MR. BECKER: Was federal money involved?

MR. WALLACE: Not initially.

MR. BECKER: Not initially?

MR. WALLACE: Not initially. Subsequently when Title II funds were available for consortium grants, because we were already doing this, we did apply for some and did get some Title IIA Type C grants on this basis. Now the second point --

MR. BECKER: Marcive and SLICE.

MR. WALLACE: On Marcive and SLICE; SLICE has been aware of Marcive development. We looked at it, but the push towards this, we had representation at the meeting in which the I.U.C. went forward along the lines we were typing with OCLC. And at that time, they would not listen to the question of an alternate. They said this is what we are going to do, period. And we did not feel that this was the right way. We felt there needed to be an alternative, but a better alternative for the smaller institutions. OCLC is fine for the larger institutions, but the smaller ones we need. The other thing OCLC does not do in their networking, the OCLC does not allow a great deal of flexibility at the institution in determining -- OCLC in terms of its type of production doesn't allow flexibility. You take the card as it is on the mark or you don't. And the Marcive system, if we are cataloguing a book that has an extensive contents note, for example, and we have no need for a contents note on collection of short stories or on a set of material in our library, we can delete what is there with no effect on the holdings. We can adapt this to our own needs. If there are subject areas to the book in question that does not point out to or essential to our own type of collection, we can add such entries which the OCLC system does not allow. It is the flexibility that becomes important to us.

MR. BURKHARDT: Mr. Casey?

MR. CASEY: On page 4 of your written statement under Item V you said consortia in this instance has been funded by private foundations and the government -- in government do you refer to federal government?

MR. WALLACE: Federal funds, yes.

MR. CASEY: All right. Without revealing actual figures, can you tell me your percentage of your fundings in a given year from private foundations and a percentage for federal government?

MR. WALLACE: I didn't mean our consortium has been. We have not had, aside from Title II grants that the academic institutions have received, we have received no -- we have asked for and received no federal grants.

MR. CASEY: No federal funds?

MR. WALLACE: No federal funds aside from Title IIA, academic research. The public library, of course, is a part of the Library System Act, did receive some federal funding, but as a consortia we have not requested any funds.

MR. CASEY: The point I was going to make is do you think the fact that your institutions can receive federal funds, does that inhibit the donations from the private foundations when the foundations will say you can get the money from the federal government so consequently we will not give you any foundation money?

MR. WALLACE: Actually, most of our institutions have had very little private foundation grants to the libraries as such. I don't know of Mr. Goland's two institutions to any extent, but I certainly know the other libraries have had very little grants. I don't think this has been an inhibiting factor. We happen to be located in an area where there are very few foundations existing. We would have to go outside of the area to get grants, and we have not as a group sought very much in the way of grants.

MR. BURKHARDT: Final question from Mrs. Scott.

MRS. SCOTT: How do you think the proposed copyright legislation will effect your CORAL collection development policy, particularly the sharing of resources?

MR. WALLACE: We, like all librarians, are concerned with copyright. One area particularly we have an affiliate dealing with audio-visual, our instructural audio-visual instructural materials group which is an affiliate is very much concerned with the educational implications of some of the copyright in terms of being able to produce internally structural materials needed for in our classrooms. We are concerned because as we presently can operate a great deal of our sharing comes through photocopies, exchanged back and forth between libraries. We do this without cost or any charge to our other institutions. And it would be very definitely affect us. We are quite concerned about that part of the copyright, yes, sir.

MR. BURKHARDT: Thank you very much, Mr. Wallace. Our next witness is Miss Julie Bichteler. Miss Bichteler, are you combining with Mrs. Mamoulides?

MRS. BICHTELER: Yes.

MR. BURKHARDT: Is that Mrs. Mamoulides there?

MRS. BICHTELER: Yes.

MR. BURKHARDT: You have presented us with an excellent, very thorough report.

MRS. BICHTELER: Thank you.

MR. BURKHARDT: And I think it has got a very comprehensive collection of data and good generalization from it. And we find it extremely helpful, and I want to compliment you on that.

MRS. BICHTELER: Thank you. I would like

to first introduce the people with me who are geologists and users of the geoscience information from our area. Dr. Robert Wheeler is associate professor of geology at Lamar University in Beaumont. He has been also for some 30 odd years in the oil industry here in Texas and can speak as a user.

Mrs. Marjorie Wheeler is also a geologist and she is now the science technology librarian at Lamar University. And Mrs. Aphrodite Mamoulides is head librarian of Shell Development in Houston.

We would like to begin by very briefly telling you what our priorities are and many points we discussed in our testimony and then answer questions and comments from you. I think if we summarized our testimony in a nutshell, it would be that our problems in geoscience information area are mainly accessibility of material. We have some unique problems that the other sciences do not have, as you know from our testimony. And we feel that this accessibility has really two aspects. One is that of finding out whether something exists. We use much old material and foreign material and simply finding out about the existence of an item is a serious problem for us.

Our abstracting services are essentially defunct. We have no English language U.S. comprehensive abstracting service as do the other sciences. Petroleum abstracts is the closest we can come to that, and that is privately funded for a specific area.

Geo-ref, our data base, is in dire financial strains. N.S.F. has funded Geo-ref since 1968 to the tune of about two million dollars, nearly two million dollars. And that funding ceases completely in 1975. And when you hear geologists and librarians getting together, that is the first concern is what is going to happen to Geo-ref. Cut down on the coverage, cut down on the annotations, try to form out the indexes and that sort of thing.

And the second aspect of this accessibility is once we find out about it is actually getting the material to our libraries or to our users. Aphrodite was just saying recently that she found out that an item was owned by the U.S. Geological Survey and they didn't have the time or the inclination to get it to her, and she had to go to France for it. These are typical problems for us. We somehow must convince major holdings, major libraries with good holdings in geoscience that they must lend to industry. She was saying often that Shell cannot be considered a borrower for some libraries. So those are our concerns, and we would like to answer any questions or elaborate on our testimony.

MR. BURKHARDT: Thank you. Mr. Goland?

MR. GOLAND: I am curious, just this last remark incidentally, when you say that Shell would not be considered a legitimate borrower from some libraries. Would you expand on that?

MRS. BICHTELER: There are certain libraries within the United States, I'm thinking right now the Philadelphia Museum of Natural History Library is a good example. They have an excellent paleon palogical collection. Books dating back to the 1700's which sounds ridiculous, but paleontologists need these early references and they will not lend any of their collection to industrial concerns. It is there for research purposes only, they say. That is not to say that our need is not for research purposes, but this is their policy and you can't borrow it.

MR. BURKHARDT: Could you have access if you went there?

MRS. BICHTELER: Yes, sir.

MR. BURKHARDT: They simply won't let it out?

MRS. BICHTELER: They won't let it out of the building.

MR. BURKHARDT: It is like the New York Public Library.

MRS. BICHTELER: Running back and forth from Philadelphia from Houston is not the easiest thing in the world.

MR. GOLAND: And no copying service

either?

MRS. BICHTELER: Normally they will not, and besides the plates in them, the pictures of the fossils do not reproduce well. You really have to see the original, and if the maps are in color, if they Xerox them you couldn't have the advantage of the color codes on it.

MR. BURKHARDT: Mr. Lerner?

MR. LERNER: I am confused by one thing you say about Geo-ref for example having a problem with funding. I am really asking that questions because you serve a capital intensive industry, and one of the things you say is that the petroleum industry, for example, is willing to pay for information and willing to pay for services. This is of course other industries. So in that case, why the fund crunch that you are having?

MRS. WHEELER: Geosciences does not only include the capital industry like the oil industry, which I am sure is what you have in mind.

MR. LERNER: I'm referring to the testimony.

MRS. WHEELER: The Geo-ref system which is operated out of the American Geological Institute for the, how many, 11 or 12 geological societies in this country, the American Geophysical Union, the American Association for Petroleum Geologists, the Geological Association of America, the Geoscience Information Society, all of these are members of the Society of American Geological Institute. These various and sundry geological and geophysical societies represent urban geologists, water geologists, environmental geologists, petroleum geologists, mining geologists, people interested in where the next earthquake is going to happen so they can build in the proper places. So Geo-ref system is not set up only for oil companies to use. If that were the case, oil companies probably wouldn't be due concern from the standpoint that they do have a good coverage, not complete, but good, through petroleum abstracts, which they fund. We have all of the university geology earth science people who have obviously a different aspect of geology than the oil company.

This Geo-ref service is their only connection with the literature that exists now for documenting existing literature in the earth sciences. And just because I might have what I need, that doesn't mean I'm not ready to support what the rest of the earth science people need.

MR. BURKHARDT: Did another member of your group want to speak at this point?

MRS. MAMOULIDES: I just want to say --

MR. BURKHARDT: Move closer to the mike.

MRS. MAMOULIDES: When our questionnaire was sent out to different geoscience users, the typical reaction that we got back was "Why the emphasis on petroleum geology?" And why was there something special for them. Because they felt they were the best-equipped already. And I think most of us feel that way about it. That it is the non-petroleum geologist that has the problem as far as Geo-ref and index in literature. But the petroleum geologists does have the problem about accessibility.

MR. BURKHARDT: Mr. Lorenz?

MR. LORENZ: Do you happen to know why the U.S. Geological Survey discontinued the abstracting service?

MRS. MAMOULIDES: I assume it was the lack of funds. It is not just one service. Since the 1800's, the bibliography of North America abstract literature and the geophysical abstract, both of these have ceased. And I understand this year another one, water research abstracts will cease. And you see where the indexing of Geo-ref took these over, it didn't take them over completely. It should be more indexed, indepth indexing if it is going to take over abstracting services as well as complete coverage, which it doesn't do.

MR. LORENZ: Have efforts been made by your professional group through administrators and congressional channels to try and get those services re-established?

MRS. MAMOULIDES: Yes. More on an individual basis, I would say, and that may be the problem. Any time that people from Geoscience Information Society have shown great concern and have become more and more interested in establishing the U.S.G.S. as a national library were always told no, no, no, don't even mention that. We don't understand why, unless it is just a matter of funds and they feel they can't say anything.

MR. LORENZ: Was there an expectation that commercial services would pick up the services?

MRS. MAMOULIDES: No. I believe Geo-ref was set up to step in.

MR. GOLAND: What is the approximate budget of Geo-ref or how much do you think you should have in order to do the task properly?

MRS. BICHTELER: For the calendar year 1973 projected income was $549,000, of which 295,000 came from N.S.F., with other sources, Geological Society of America, U.S. Geological Survey and tape leasing and retrospect searches and that sort of thing. So I think that we feel that somehow we have to come up with another two to three hundred thousand dollars a year income to take the place of what N.S.F. had been providing.

MR. BURKHARDT: Kitty?

MRS. SCOTT: In the testimony submitted

by Sarah Aull, you spoke about a geoscience networking and about establishing a geological survey as a prime source of information. Do you find slippage now in there, I think I heard you allude to this, that their servicing of history and --

MRS. WHEELER: I know they are short of personnel and right now actually they have curtailed all inter-library loan while they move to their new building. However, prior to that, it was still very limited and, you know, don't ask for more than three items at a time and if we get more than that, we will send them back to you. Well, is that three a week? I have had them, not their fault, maybe it is the U.S. Postal Service fault, send them back when, in fact, we have not mailed them more than three in a week. But they got them all on the same day, so they returned six or seven requests saying that that is too many to fill at one time. This is not because -- this is because they don't have enough people working there.

MRS. SCOTT: She mentions it would become the nucleus of all the network.

MRS. WHEELER: Because it has the biggest collection and the surveys collection at Denver and Mineral Park would help supplement what the Washington collection has. Obviously the Washington collection is the largest in earth sciences. They just don't have enough space or staff to handle a lot of this, the requests of the borrowing public.

MRS. SCOTT: But the survey perhaps could become a --

MRS. WHEELER: It certainly could. It has handled them in the past except for the water abstracts. So it would seem to us as users and not knowing the intricacies of the budget and whatnot there must be a way they could take it up again if they were funded properly.

MR. BURKHARDT: Carlos?

MR. CUADRA: On page 25 of the testimony, there is an interesting comment and a sentence which I will read since the audience has not seen this. "The resources of the survey library are as vital to the quality of life as the resources of the National Library of Medicine are to the health of its people. That is kind of a startling statement in view of the amount of money that the National Library of Medicine is getting from medical information services.
I guess all of us are aware of the fact that there is more things to be done than there is money to pay for them. And one of our concerns is how to establish priorities. We will talk to many groups who represent individual discipline and to each of the disciplines, there is a pressing concern. Could you say more about why you think geoscience related information is that vital and makes you make the statement you did?

MR. WHEELER: I would like to try to answer, even though my background has been mainly tied up with the oil-mineral industry, still we all realize that the United States is steadily and rapidly depleting all of its mineral resources. We will eventually become a have-not nation at the rate we are going. The literature and other types of information gathered by exploration of every kind is an invaluable resource in finding the remaining mineral resources of our country. It is not just oil, it is iron ore, it is copper, it is chrome, magnesium, fertilizers, right. We have a policy of mining as rapidly as possible the three major types of fertilizer and converting them into food and sending food abroad along with the fertilizer too to help more backwards countries. And yet it is an expendable resource. There is an limited amount, I don't know how much, that is very hard to say. It is a matter of price. But certainly it will be like the oil business who in its happier days thought it was inexhaustible, only to discover that we are running out. Does that sort of answer -- and there is one other aspect. There is a new and growing field involved in geochemistry of soils and ground water in which it is discovered that great many of the trace elements affect human health. Some very minor amount of, say, copper or zinc may be beneficial to health or very detrimental. A lot of research going into it. All the information of that kind that can be gathered from old and new literature is a direct bearing on the welfare of our people.

MR. BURKHARDT: Mr. Aines?

MR. AINES: I should reveal from the outset that I am from the National Science Foundation and in the office where apparently you are having all of your troubles. I should also reveal to you that this has been a matter of great concern to us and when it was announced that we would have to reduce our funding resulting in a barrage of letters and testimony the likes of which I have never seen. I mean that literally. The problem that came forward that had to be solved largely was not that of the foundation doing. There is a very strong feeling in certain financial circles in Washington that programs such as we had been supporting would have to be reduced. It would be called subsidy programs. This doesn't necessarily meet with our own idea of what was right or wrong, but it was a requirement. But on the other side, I should also point out that A.G.I. had agreed that the funding would be temporary and that ultimately it would be self-liquidated effort on the part of the foundation and various groups would pick up the payments of the necessary cost to keep the system going.

I think I can also reveal that the reason the Department of Interior moved out of the area was an agreement that this was the kind of service that shouldbe undertaken in the professional or private sector. And also that the geological survey has been contributing considerably in terms of funding the number of subscriptions as a method of sustaining the program. We thought we had a pretty clear agreement that it could become self-sufficient this year. Now if this is not the case, I would suggest you make your point clear through Joel Lloyd or your other representatives in this respect. But you will have to go to the people other than our office to get that additional support. You will have no problem with us. Now I shouldn't reveal as much as I have of the innerworkings of what is going on. The other difficulty we have is that there are many professional societies in the United States with similar programs. And we reached a point apparently where there is concern that this will be a forever subsidy. And we are not sure how it is going to work out in our national program, how we are going to come to terms with this. I would suggest you prepare yourself, however, for the worst of conditions until perhaps politically other changes can become manifest.

I also want to commend you for this extraordinary report. I would like to get a couple of additional copies to bring back to my office. I have never seen anything as well put together as this document.

MRS. WHEELER: In effect, what you are saying is that after the government has spoiled us since the

1700's on documenting the geological literature for us, they are now trying to wean us and it is not going to work?

MR. AINES: I am saying there is a trend, two trends that have crossed each other. One trend has been a complete feeling on the part of many of us that science and technology in this country is so important that government funds ought to be expended to keep the information fertile with enough velocity to move that knowledge where it is needed. Against that trend is one that deals with the requirements for communities requiring information to pay their own way. This is a well-defined trend that we find both in Congress and the Office of Management Budgets. Somehow between these two mills, we find ourselves being ground and we have no control over the requirement. We believe some of us that there has never been a public discussion, public debate in terms of the shift from the free to the field. The problem is also when we move into more expensive information systems as we mechanize them, the costs are bound to rise as the increased information will also cause a rise. And these three forces are in a sharp conflict. We would like to see more discussions about this particular problem.

MR. WHEELER: Could I comment on that statement and to the idea that maybe the members of the society should be picking up the cost of, say, Geo-ref? Did you know the members societies, their dues go up periodically and forever and forever. And I am a member of the 16,000 or was a member of the 16,000 American Association of Petroleum Geologists as well as Geological Society of America. Two years ago I flat gave up paying those dues. So it isn't going to get more money out of us, it is less.

MR. BURKHARDT: Mr. Goland?

MR. GOLAND: I think the point in regard to the financing of indexing, abstracting and special information center is going to be a very important one as this Commission moves towards a national system. I would think it would be worthwhile therefore if it is possible for us to get a rather complete financial breakdown of Geo-ref so we can examine it, including its cost to the users and so forth. Now you mentioned that the various professional societies should perhaps pick up the funding and that that is impractical. Another approach, of course, is to have the users pick up the funding and to charge fees that are commensurate with the cost. I am sure that you folks are members of the National Federation of Science Indexing and Abstracting Services. Are your fees, have they increased to the user commensurate with the increase in other fields? For example, applied mechanics reviews started subscription price of something like $8, and it is not a hundred and fifty dollars, and it is going to go up again. Now have you indeed moved ahead with these sources of funding and comparable with other services?

MRS. WHEELER: I would say it is comparable. The abstracts of North American Geology Monthly and cumulative index was $5 a year. Through the U.S. Geological Survey. When they ceased publication and put this on the tapes with Geo-ref at the A.G.I. and they in turn printed it through the Geological Society of America, Bibliography of Index of Geology, which also comes out monthly, has no abstracts, only a citation, is cumulated index at the end of the year and it is $250 a year as opposed to the $5 a year. The coverage is not as complete and there are no abstracts, and it is a lot slower. It is costing more and it is giving us less, in effect, but it is the only printed version of any time that we have to get into the geoscience literature.

It also does not include dissertation. It does very little on the geophysical abstracts which also went out of business which also only cost $5 a year which now no longer exist and is not in this $250 a year thing, I don't think. I don't think there is 3 percent of the citations listing the geophysics any more. So the prices have gone up, and we are getting less and we are paying it, because there is nothing else on the market for us to use. We are not asking for something for nothing, but we would like to get our money's worth too at the same time.

MR. BURKHARDT: Thank you very much. If

you can give us this information that Mr. Goland was talking about, we will find it extremely helpful. Thank you again.

MRS. BICHTELER: We will certainly do that.

MR. BURKHARDT: I now call on Senator Yarborough. Before you start your testimony, I don't want this occasion to pass without expressing to you our thanks for all you did when you were in the Senate for the cause of libraries in this country, including the sponsorship of the Bill that created this Commission. We are going to do our best to do the work that you intended that we do and are very glad to have you here this morning and be able to talk with you this morning about how things are going.

MR. YARBOROUGH: Mr. Chairman and members of this great Commission, I am very grateful for this privilege as a mere private citizen to be here and testify. But you don't know how grateful I am for that statement that you made that you were going to try to carry out our aims in passing this because quite candidly, in passing it we never dreamed that this great Commission would come up and say stop the federal support for libraries in schools. It was appalling to many of us and we couldn't believe it would happen.

But I want to express my appreciation for this service. Many people think when you serve on a Commission like this it is just some kind of a boondoggle, and this is what people attack as a waste of federal funds. I know as a professional man and as a former member of the Senate, that is quite the contrary. Nobody serves on this without making a sacrifice from your profession. Personal experience I am a practicing attorney, and two weeks ago I was in Washington for three days. I'm beginning to wonder when I will ever catch up with that three days I lost. You cannot take time out of your profession or out of these very important positions you hold in the economic and science and educational life of this country without paying a price for it. I realize that, and I appreciate the service that you give and people on the National Parks Advisory Board without whose recommendations no national park could be created. Commission after commission in this country where the service of the members -- I just want to commend one recommendation you have here especially that we have a white house conference on libraries. Some people say well, under the present state of the presidency, why? We can't let the country stand still because there is a controversy about who is in the white house. I think it is necessary -- Teddy Roosevelt started with the Conservation Congress for parks and conservation in the west and it was the last white house -- it was a great impetus to the creation of national parks and national forests when one of the great, first great conservation impetus this country received and it was 50 or

60 years before there was another one. A white house conference on aging, all of these things have had beneficial results, and I think it will be very beneficial. I commend you for that. All these other aims except cutting off federal monies for the libraries, I commend and I think they are coming. That is what we had in mind in passing the Bill to create this great Commission to expand libraries and not to contract it. I don't -- I want to just repeat the statement that I made which was in generalities, but come down to actual factual figures on why this is necessary. In the first place, the Elementary and Secondary Education Act of 1965 that included monies for authorization for monies for libraries and elementary and secondary schools and grade in high schools, it was passed by the narrowest of margins. As we know schools for federal aid to education bills, those had been defeated for a quarter of a century. When that was in conference between the House and the Senate, the House was adamant at its position without certain things in the bill not dealing with libraries, none of this dealt with the libraries, the whole bill would fail. The Senate, as it had been for many years, was adamant that certain things were in the bill or weren't in the bill, the Senate wouldn't agree. This was the old hangup that people that were opposed to federal aid to education killed it on for a long time. I was with the Senate position, and I will say something I've

never said publicly before, I shifted my position and the Senate agreed with the House by one vote. I agreed with a lot of things I wasn't particularly for. But I had experience in teaching and I had taught in one country school and remote from railroads and highways and taught briefly in the University of Texas Law School and served on the Board of Examiners, the Texas Board of Law Examiners for four years, and that was an education, not only in law, but in English. I found that most of the people failing to pass the Bar were failing not because they couldn't learn some legal principle, but because they couldn't express themselves in English well enough for the Board to know what they were talking about.

I was just -- I wasn't the only member of the Board, but if I was the only member of the Board, I would have some justice in saying that. I found as a member of the Board of Directors for the National Board of Directors of the Law Examiners of America and the American Bar Association Convention a year or two later that this was true all over the United States. That the law examiners were having trouble, basically to take a minute or two about this problem of education, I thought we had discovered something. We went to the convention of the college English teachers. They said what you are talking about is grammar, that is not for college. We are beyond that. That has been taken up over the years and then back with the high school teachers of the national convention and then the grade school and basically it got back to the bottom. The grade schools said that they have got to come to school knowing English. This problem went without national attention until the anti-poverty, the O.E.O. Program came along. While that was being written in the white house by commission appointed by President Johnson headed by Sargent Shriver, Dean Silverman, the dean at that time of Arts and Sciences of the University of Texas at Austin phoned me and wanted me to set up an appointment for him in the white house and told me what it is about. He said you are not going to solve the poverty problem in America without solving the educational problem, and you will never solve that until the children coming to grade school understand English. They don't understand it from those who come from non-English speaking homes. They don't understand it. They don't understand it from white Anglo families either. And I was able to get an appointment for him for 30 minutes in the white house with Sargent Shriver with certain people from Rutgers, the leaders in this school of education was Rutgers, University of Texas and one of the Chicago universities. I don't recall which one, but one of those great universities in the city of Chicago. They met there after hearing them for 30 minutes, Sargent Shriver kept them two and a half hours for a personal conference with President Johnson and Headstart was put into the poverty program. And to give children going into public schools or any school in the first grade the basic knowledge of English before they got there. It had a tremendously beneficial educational effect.

Now we come to the great reason as I thought one of the great things among others of elementary and secondary education bill was a provision for libraries. At that time, 69 percent of all of the public grade schools in American had no library. And while most of the high schools did have a higher percentage than my statement in here indicates, there is a mistake in that, that the junior high schools were not as well off as the senior high schools, but way over 50 percent had libraries in both junior and senior high schools. Now at the time this money was frozen and cut off a couple of years ago, one hundred and twelve million dollars federal money appropriations for all types of libraries, grades, high schools. colleges, cities, small towns, when that was frozen at that time it pulled that up to where some nearly 69 percent of the grade schools, public grade schools of America, had libraries. But basically just about a third, nearly a third still had no libraries. And the high schools, the senior high schools had gotten up to where 99 percent had a library. In my own state, the number without a library is something over 50 percent. Now that would be disputed by state officials because it is a law. The rural school I taught in had a five-foot bookshelf at the back locked up, and we had to go back and unlock it to issue books and keep a record, and that was the library. Of course, that isn't a library. They have a five-foot shelf locked up back there with five shelves about this long each. But of course that situation has been largely remedied by the consolidation of those small schools.

I'm old enough to remember the time when schools in rural areas of Texas ran three or four months in the year. I was fortunate enough to live in a town on the railroad, we had six months school a year. It was a pretty good sized town with a high school. Of course that is remedied all over America. We have nine months school. But going back to Dean Silvers on debate unless you educate, you have a basic foundation on which to build all the fine superstructures which we've heard about and envisioned and we wanted when we passed this Bill will come to naught. It is just like cutting away the foundation. Say we will be build the building starting with the second floor, and we won't have those supporting pillars under there either. And I want to recommend to this commission to take out that recommendation that we will give back to the states, you can take anything away from them in the first place, you forced it on them because they weren't going to spend the money on it. Now this has been said has been covered by revenue sharing. Revenue sharing, libraries is one of the eight prime objectives set out in revenue sharing. How much money has gone to libraries under revenue sharing? One percent of all that has gone to revenue sharing has been allocated to libraries. What has happened to it? Philadelphia now, we've put three million dollars of revenue sharing into the libraries. Great, it led the nation. What happened? Well, they added three million dollar grant from the City of Philadelphia and the City of Philadelphia put three million dollars of revenue sharing in the library and cut off their municipal grant of three million dollars and the library of Philadelphia didn't get one penny more of the three million dollars of revenue sharing. But if you look at revenue sharing, if we ever get books compiled on what has happened to revenue sharing in the cities and counties and towns of America, it is going to shock the people. The old chivalrous to get rid of all of this was that this was boondogging, the federal government has its long fingers out in your pockets and it is dominating all of this. Well, it was to get monies putting books on the shelves. The federal government didn't try to -- well, we said we won't get into religion or buy religious books and we won't get into sports, we'll keep out of the sports and religion field and put money into education otherwise. I could go on with data after data on this, but time will not permit, and I want to leave some of this 15 minutes possibly for questions by the Commission.

Now how do we get money? You have got to go lobby for it. And if you all will pardon a couple of personal experiences, I offer a suggestion to you about how to organize those lobbies. Librarians, there are not enough librarians to do the lobbying and their immediate problems are so monumental with libraries that they can't do it. They have a great reserve force with friends of the library. Friends of the library as I have seen them, those that I have observed and seen were mainly friends of libraries, came to have a social gathering and couldn't see much active work they did. It is going to take an active lobbying effort. And I will give you, if you will pardon this from the personal experience in the Senate, one or two examples of how to do that lobbying. In 1958 I introduced a cold war G.I. bill to let these veterans coming back from overseas to go to school as they had under the G.I. Bill of World War II and the Korean Conflict because they had worked so successfully that if you count the tax monies alone paid in the G.I. Bill of World War II has far more than paid for itself. And having been, having served overseas in the Armed Forces in World War II, I knew the great need of this. It is readjustment assistance, not a bonus. Introduced a bill, and to my amazement it was descended on by the Defense Department and president with all four feet. I got nowhere, but except in '59 passed it through the Senate. They always had the blockaders in the House to block it. They blocked it for eight years. I had to fight three presidents, all of whom, two of whom I knew, had served under General Eisenhower in Europe before Germany fell, and on the staff and infantry division and admired him greatly and a personal friend of John F. Kennedy and a fellow-Texan with Lyndon Johnson. And this was at the height of their popularity. I never got the bill through until 1966 until President Johnson began to lose some of his popularity. I had friends in the Senate that say that you are throwing away your senate career, you will never pass that G.I. bill with presidents opposing it. I said I will pass it or die trying to get beat. Well, I was able to pass it before the latter happened. I don't think a commission ought to sit down because the president or the office of management and bureau and management says don't. I'm not in favor of fainting and falling over because some president doesn't have vision enough to be for a good measure and because they gutted this bill when they froze -- they have announced now they have unfroze a hundred and twelve million dollars. What have they done, they are dragging it out. And much of the personnel that administered this see the futility and word has seeped out through Washington they are going to impound the next one and then release it later.

They stop and start until they have killed the program. There is determination of management so-called there, and it will last after the presidents go to kill this. This is something the states ought to do, and the states didn't do it and they are not going to do it because concrete, big, fat contracts are going to win over buying a book or two here or there. It always has in the governments and the state and it's going to in the future. It has got to take this input. You put this up and this gives the librarian something to build up. We are going to lose this money in this city, we are going to lose it to the county. They said they would have a better judgment. What person on this Commission really thinks that if you add up all of the County Commissioners Court and the boards of supervisors they call many states and other names and the city commissions of all the cities that they have got more interest in libraries for the people of this country than this Commission or this Congress. It doesn't happen. That they can, you can take those more than 3,000 counties and parishes and they are going to be more interested in putting books there than on some contract for road in their precinct. That is when we say take that out we are saying stop libraries. You can't stop them. Even if you had a library in every grade and high school and university in the country, the cost of books has gotten so high, the cost of scientific journals is so high, they cost two or three hundred dollars a year to subscriptions to some, and without some seed money, I don't mean pay it all, make them pay something and then they have a hard job in the states getting them to match that money.

So let me go back to that G.I. bill for a minute. I went to introduce it, and I ran into a storm of opposition. Well, I'm a member of the American Legion of V.F.W., and I went to organization meetings, and I got a cold shoulder. Ralph, that is not defense, that is education. You go see the education people. I went over to see their organization. Why Senator, that is not education, that is a veteran's matter. You go to the veterans. I kept stumbling around in that eight years and finally found one big organization that would help. That it was the AFL-CIO. They said, sure, that is a good thing and we will help you, and they went to making the statements and lobbying for it. And then the National Education Association came in three weeks before we passed it in 1966 after eight long, bitter years, then the American Legion which I belong to said we are in favor of it and claimed credit as soon as it was passed. I don't say that to criticize, but I saw that in many bills the Padre Island Park Seashore. I fought for that for four and a half years strongly and was opposed by Texans and Congress and had little seniority when I introduced it the first year because a group of big banks in Texas said that we want to make

Padre Island Miami and I said, perish the thought. We had a long fight . National Parks Organization would say little, but not much else. Federation of Women's Club of Texas started helping us and the Woman's Garden Club, and in that last year I learned something I didn't know existed. I had a letter from the Men's Garden Clubs of America and they got behind it and it was because of the Men's Garden Clubs included many retired business executives in America that are gardening work with plants and drafting plants and developing new species. I am offering how to get lobbyists. You have got to organize. I went before the education group, the college group in America long before they -- we are trying to pass it, get busy and come up here and lobby. And in a few years when we double the college enrollment in America when we went on that committee in 1958, thank the Russians for the assist because when they put up Sputnik I, that helped us because the National Defense Education Act of 1958, which I am co-sponsor and we were stumbling along all education bills -- came up with the idea that boys, we will never pass an education bill here, let's amend that and put defense in there. You can say defense and get anything. You say education and it is always killed. So we reframed it to National Defense Education Act and passed it. Now let me say this in closing, in the brain power, unless we reach all the latent brain power of people, you never know where it is coming from.

People are amazed by some people coming out of unknown families. You don't know what person is going to reside in. No one knows until you have something that touches that spark. That is what we need in this country. First of all, we need those librarians -- we need the headstart and then we need the library and grade schools and don't cut that federal money off because the states aren't going to do it. They haven't in the past and they are not going to unless we have that luring of money. Look back how we had all the gold of the world in 1945. Now the gold reserve of West Germany, Belgium and the Netherlands, just that part of the common market alone exceeds the total gold reserves in the United States. The greatest strength of the people lies not in how many big guns you've got. [illegible] have got to develop brain power of people that start with books. I personally, outside of my own family, have been inspired by books than any of the greatest people I have seen or heard. It has got the collected wisdom of all mankind in it and most of it, some of course is lost with the great library of Alexandria and other places, but -- I want to support all of the higher scientific things you are doing, but don't cut the groundwork out from us. Don't make that recommendation and don't let this get by. It won't be done under any revenue sharing. It will be killed. Thank you.

MR. BURKHARDT: You will be glad to hear

that we have been keeping track of revenue sharing and how much of it has gone into libraries and our information coincides with yours. It is a very, very tiny percentage and it is not doing the job. We are with you on that as for giving up, I don't quite understand how you got the impression that we are trying to remove federal aid for schools and libraries. Perhaps you can read the recommendation, because you must have misstated it.

SENATOR YARBOROUGH: It says responsibility of state government -- this is the part I am reading, this excerpt that you site out on the National Commission on Library and Information Science that was reprinted and in your state how this has to be done, you have a provision on the shared responsibility, the responsibility of federal government and responsibility of state government. Under the responsibility of state government, it has a view, national commission that any new national program would rest on understanding that federal government would fund tnose aspects of programs of common concern national that tell a communication in return for state willingness to accept responsibility for funding, like within its own jurisdiction itself. It was adopted and very well created national programs over the years. Going on down, it says what the states should do, finance the state shares of its obligation and the state -- in other words, they would take over --

MR. BURKHARDT: Pardon me, but I think that is rather badly put. I don't think we intended that the states have the total burden, but we meant to convey a sharing of the responsibility.

SENATOR YARBOROUGH: Mr. Chairman, we need redrafting of that, because it says you take over what is within your border and we will share these of national concern and that crosses the state line and without borrowing you are taking other things, it resides within the state, if that is your responsibility, we will take over these things that scientific knowledge and so forth that must be spit out and we must, if you see what the Germans and the Japanese are doing, not that they are up with us in education or with scientific knowledge, but we see what they are doing in this world. They are developing the brain power and pardon a personal reference, but I worked my way to Europe on a cattle boat when I was 18, and I spent that year roaming around most of the time in Germany and I went to school there and I thought the Germans were the most studious people I saw in the world until I went to Japan and served one year in Japan and I saw the people of Japan and I thought the Japanese exceeded the Germans. We talk here about absent-minded college professors of going across the campus and reading a book of poems, it is a common thing to see people reading books and on streets and bump into each other. I've been in many, many bookstores burned out in Tokyo and other places and people, more people were there, crowded in there than in the grocery stores. The section on fiction was practically nothing. They were buying technical books. They were buying books to increase their ability to do something. And they exceeded any people I've ever seen in their intellectual curiosity and we will not stay ahead in this world by just building bigger battleships and firing more or wasting more ammunition abroad. I recall the Saturday Review of Literature of December of 1972 said that we had already spent three hundred million dollars on the war in South Vietnam. Here is an article from the Sunday paper of April the 7th where the forces that wanted that asked that we up the one and --

(Thereupon the reporter
(ran out of paper and
(had to change paper.

-- they said, this is Senator Mansfield's statement, and what was going on in the House, and I know you all read this in the press, and I won't take but a few seconds. The Defense Department asked for another four hundred and seventy-four million dollars to be added to that billion and hundred and twenty-six million for military for South Vietnam. That was cut in two parts to one for two hundred and seventy-four million and so forth. The House voted it down. Then the Defense Department announced they found two hundred and seventy-four million in their own budget that they could use. They would go ahead and pump into their billion and four hundred million and they nearly have the billion and a half of military aid. That is the military aid. A lot of times we are giving the same time more civilian aid to that area, smaller than Georgia, and we were giving to all South America, and the continents of Africa. Now I think that if you people would lobby, if you fight for them, why can't we find two hundred and seventy-four million dollars for libraries if we could find it for excess waste. And use that and that would fund everything you wanted and everything we want for schools and libraries. I want to see the foundation going and I want all these other -- we have got to develop the brain power and the sources of information. And I am for everything you are doing except I want to keep the groundwork.

MRS. MOORE: I just want to say one thing. If you remember, this is a reverse procedure, I think I appeared before your committee five times.

SENATOR YARBOROUGH: Yes. I am amazed you all have let me off this easy.

MRS. MOORE: I want to say to you that I think you will not be disappointed in this Commission. We are determined that we are going to do a good job, and we just ask support of you and the other people like you and we will get it done. I remember testifying before your committee on whether or not this Commission would be formed and I never thought I would ever be on it. But I think I can assure you, and you know the dedication of the individual members and we are in agreement with everything you have said. But I couldn't resist just having a word with you.

SENATOR YARBOROUGH: Mrs. Moore, I'll have to tell you what happened at the back of the bench on your testimony. Several senators expressed amazement that Arkansas would be in the lead of this movement for scientific information. And I commend you and your state for that leadership.

MR. BURKHARDT: We would like to have a recess of about ten minutes to give our court reporter a break.

(Thereupon a ten-minute
(recess was taken.

MRS. MOORE: May I call Mr. Don Hendricks? Mr. Hendricks, we apologize for being a little late, but sometimes these things happen. We do our best, and we are not able to proceed exactly on time. We are glad to have you as a witness and I am sure the other members will be coming in in a minute.

MR. HENDRICKS: I'm glad you took a break. It makes it easier to move from the sublime to the mundane perhaps. My concern is on users needs at TLA. We heard a presentation from the Commission which was critical of the users studies that had been commissioned. I strongly urge that before we design or refine a national system, we need to be cognizant in terms of quality and quantity of the interest of the citizen and library resources and information services.

The National approach should aim directly at the target defining service to fulfill identified needs and that is to stratify the various objectives that are identified to study and to decide which are priorities in terms of where funds can be spent more effectively and where the greater good can be gained for the largest number of people and then zero in on these targets with all that we can muster. The present plan is a good generalized broad umbrella-type statement, and I think we need to refine and stratify from here. I would like to refer to the experience of the regional medical library program that is lessertive of this point. I would also urge the Commission to look closely at the RNLP and perhaps sponsor a study of this program. This program could, I believe, serve as a model for a national network for all different kinds of libraries. I am continually surprised by how little is known about this program by our own professional colleagues. The program started by federal legislation, the Medical Library Assistance Act of 1965. It has a national library at the apex of the system. That is the only national library network now operating. It is designed to serve a specific professional field that the health sciences, but it is still can serve as a prototype for all kinds of library networks.

The program really evolved in 1966 and now covers the nation as an operating network. The program was designed to provide library information services to all health practitioners, no matter where they were located, so that those remote from graduate centers would have the theoretically equal access to medical information with those in urban areas this access would be delayed theoretically, it would be as comprehensive as that experienced at the graduate centers. In those years since 1966 and especially since 1970 when the last region was actually initiated or implemented, this program, this network has tried or studied all of the activities said to be applicable to library network management. Libraries have carefully controlled through Medline, Surline and Catline, that is automated access to world medical literature is now a reality.

Stemming from that bibliographic access through a subsidized library loan program is approaching one million items per year. Shared computer use is evident and incidentally, cost sharing of those activities has also been instituted so that continuing full subsidization of these activities is becoming no longer necessary. Planning and research is carried out on a national scale and cooperative acquisition is being heavily pushed. Various kinds of levels of training programs have been mounted. Nationally thousands of people have been taught to use this system. About the only network activity that has not beentried are centralized storage, well, and centralized processing, the National Library of Medicine serves a central depository of the medical literature, the last resort in the network chain. And we may well see regional stores evolve. The National Library of Medicine did sponsor a study of centralized processing in the Medical Library field and it was shown not to be feasible. So by mounting a stage segmental's approach to network activities there has been developed a broad spectrum of shared services. And this has not been without some false starts and many errors and a lot of criticism, some deserved and some not. But I don't think it has taken a lot of money relatively speaking, either to develop this network. The program has not been that generously funded.

Now I would like to illustrate my first point with reference to this program. The program is functioning very well on the plateau of the resource library, that is the graduate center and the medical libraries in the nation, a few in the larger VA hospitals. And keeping with an effort to expand this program NLM has funded a series of extension librarians. These librarians are charged with the task of relating the regional medical library program to those remote to the graduate centers. And here we run into a notable lack of general success. By and large we have had no acceptance of this program by individual and remote areas. There are exceptions, of course, in some of the public health services and health installations and some larger hospitals with consortia forming. But generally it has been less than enthusiastic acception. Now why is this? I think our own extension library people have worked hard in this field and it is for the most part a free service, but the health professionals are not using it. We have had one program, a man at the national level that states that physicians in the field don't read. They don't use the literature. If they have a difficult case, they send them to the graduate center. So that if they have been out of school five years or more, the health practitioner cannot understand the research reported or the techniques used in the reporting. In any case, we are at the point where we are now studying the user needs, and had this been turned around in the beginning, perhaps this would have been a better approach to the problem of extending this network.

We have these problems I mention and yet we are still committed to the basic purpose. That is expanding the network. Finally I would like to urge the formation of regional councils on library networks. Several of us serve on a variety of advisory boards. I don't like to promote the formation of additional groups, but there seems to be a need of a clearing house and a meeting of minds on network activities and standards and interfacing of machines and systems. In our region, there are six state library networks and a number of academic consortias such as SLICE, TIE, OCLC, CORRAL, Rice and of course the Regional Medical Library Program. As these activities develop and refine, there are areas where crossover activities and share projects there would be fruitful in having a council to develop innertype library networks.

MR. BURKHARDT: Have you finished, Mr. Hendricks? Thank you. In your testimony, Mr. Hendricks, you stated that we made a completely erroneous assumption that all citizens expecting realistic and convenience access may be a literal thing, maybe they don't expect it, but maybe they should have it whether they expect it or not.

MR. HENDRICKS: I certainly agree they have the right to expect it, and I think it is tragic that only ten percent of the citizens usually avail themselves of that opportunity.

MR. BURKHARDT: Of course the other thing is that if you are building a system even on your own ground, which is for, say, 20 percent, who needs it or know they need it, you may well have to have a system that is also available and could serve 90 percent.

MR. HENDRICKS: Right. But we hope the

emphasis on recertification and -- we have a system which those moves can now use and will accommodate their needs are established.

MR. BURKHARDT: Mr. Stevens?

MR. STEVENS: In your remarks you suggested and we have had this suggestion at other times that the national program could follow the line that the National Library of Medicine has followed and that is build an electronics system using federal libraries and regional components. In thinking about that, I wonder if you have been able to identify any of the shortcomings we might envision if we decided that that was the way to go, that is we build systems akin to Medline for each of the areas. We heard, for example, this morning from the Geo-ref people that if we were to start down that line and say Geo-ref obviously deserves support because as they say, our lifeline is connected to our resources. In conjunction with that question, I would like to point out that you mentioned that the cost of Medline was that you considered low. Their cost right now runs something like 28 million dollars a year. And if someone multiplies 28 by the number of disciplines in which one would have to have Medline-like systems, then the cost becomes very high indeed. I was wondering if you could comment on those two questions, one, the simplicity of replicating Medline in number of disciplines and two, the overall cost of doing it on that kind of basis.

MR. HENDRICKS: Taking the second first, when I was speaking of the relative cost of the automated -- of the regional medical library program I was referring to the extension of this not as an operational cost. I haven't looked at that. That indeed may be high. But I was pointing out that picking this up and moving it from that base out into the field for access by those of us across the nation has relatively been inexpensive. But the development cost is certainly a tremendous amount. One has to weigh that against the benefits received. Well, it is like the college library centers, the development of that, the data base is certainly expensive, but from here on whether you charge that off and recover or whether that is considered a contribution to the national effort and just that we move on from here, but from this point the cost of expanding that network is relatively inexpensive. That was the point I was trying to make.

Now getting back to the other question, I think that is where the problem of defining and refunding the objectives are essential. Is Geo-ref, should that be on priority? Should we try to recognize the reader's guide for the benefit of those in the broader spectrum, the public library use, is that the way we want to handle it? I don't know. But as you pointed out, providing, and I am not sure that providing automated access is the answer to the information needs of the citizens in 28 or 30 disciplines it would certainly be high. But my concern is that we study the needs of the user and we set these priorities. I haven't seen the user studies that have been financed so far. Perhaps they aren't helping us. But this is the approach that I would hope we could take to establish priorities.

MR. DUNLAP: I would like to ask a couple of questions about your medical libraries and other medical libraries in Texas. I see you are connected with the Health Science Center. Do you have one health science library or do you maintain a library for pharmacy and one for dentistry and one for medicine and one for nursing?

MR. HENDRICKS: No. On our own campus or you mean in the state?

MR. DUNLAP: In Dallas.

MR. HENDRICKS: No, there is only one library, and we don't happen to serve those particular fields. It is a school of medicine allied health and graduate program, but we don't have dentistry and pharmacy.

MR. DUNLAP: There are three other state-supported medical schools in Texas, one in Galveston and Houston and San Antonio.

MR. HENDRICKS: Well, and the new one at Lubbock at Texas Tech.

MR. DUNLAP: Do they also have integrated health sciences library?

MR. HENDRICKS: Yes.

MR. DUNLAP: What cooperative arrangements do you have among yourself?

MR. HENDRICKS: We have -- well, it had nothing to do with the schools in Texas per se. This is broader than that. This covers 11 medical libraries or 12 medical libraries and the Texas Medical Association throughout the five-state region. But as coordinator and administrator of that federal funding program, we have done a large project and serial rationalization. That is library A agrees to be responsible for a specific discipline or a specific journal and library B agrees to be responsible for another aspect of that literature. So that by sharing resources and shared acquisitions, we have embarked upon a mammoth program which, frankly, is not too popular on our own campuses in this respect.

MR. DUNLAP: Have you agreed in these areas to specialization? Is there a document?

MR. HENDRICKS: Yes.

MR. DUNLAP: Is it public? Could I have a copy?

MR. HENDRICKS: We haven't issued it, but you can certainly have a copy.

MR. DUNLAP: Thank you.

MR. BURKHARDT: Mr. Velde and then Mr. Aines.

MR. VELDE: Do you find many of your doctors do actually use Medline or --

MR. HENDRICKS: Yes. And they pay for it, too. It is a modest amount, but they are beginning to pay for it. But as I was speaking earlier, that is our problem at the graduate level these are being used, but out in the field now like in Rising Star, Texas, that somebody referred to earlier, in that form we are not getting the use we thought we should. This is the question that we are grappling with, groping to solve at this moment. Why aren't doctors interested, not only doctors, but health practitioners. It is a free service at this time. Well, not Medline, but the documents that Medline reveals our science can be delivered freely to people in remote areas. And this is not being used to the extent which the potential lies there.

MR. BURKHARDT: And there is no question that they know about its availability?

MR. HENDRICKS: I'm not sure. We have had people trotting around the state informing them. Maybe we have failed to communicate and maybe the people that we have trained in accessing the system, we have had a lot of turnover and perhaps we haven't done an adequate job with field training. We have trouble se ing hospital administrators. Their concerns have greater priorities than creating a library service. My whole point was that had we studied this user complex first, we could have then had, you know, what are the information needs or are there any information needs. We could approach it, but instead we built this vast umbrella of services which now we must translate into the user requirements.

MR. BURKHARDT: Mr. Aines?

MR. AINES: You have been rather complimentary about Medline, but now can you tell us about the problems that you have found?

MR. HENDRICKS: You mean the technical cost -- well, there has been an effort to try and get the access in the user's hand. This has been a problem. We feel we must still have a translator, a reference librarian to serve as an interpreter of the data base. And I am not -- I think the users are generally satisfied with this scope of material retrieved. In fact, it seems to be more than most of them are prepared to absorb or really need for the research project. They are interested in the past two or three years in most cases and that is within the perimeters of the data base service. We have used this as entree to other commercial data base. I think we can retrieve 29 data bases now, everything except I think the New York Times Index is the major one we don't have access to. But of course you have the usual mechanical problems of the computer being down, the time share lines and this kind of things, but by and large those have been resolved.

MR. AINES: You are pretty satisfied?

MR. HENDRICKS: Yes.

MR. AINES: What would happen if they had problems on that photocopying copyright issue?

MR. HENDRICKS: Well, this is, of course, critical to the whole situation and not only that, but I am wondering as we share resources, Dr. Dunlap mentioned earlier, you know, theoretically we could reduce subscriptions to the 11 regional and then we will have to pay probably 5,000 or 10,000 dollars per subscription. We are not only sharing in terms of photocopy, but we are sharing in terms of physical access. And I understand the publisher's point of view because you can't publish a journal without, you know, I'm not saying there aren't too many journals published in science and medicine, especially, but be that as it may, you have got to have a consumer for your product and you need to disseminate scientific literature. I understand that, but as a librarian I don't want to get into the bookkeeping of a penny a page subsidy or something of that type. It is a critical problem that I really don't know the answer to, and the national scene hasn't seemed to come up with anything yet either.

MR. AINES: You have anticipated my question. I was hoping you had a formula.

MR. HENDRICKS: No.

MR. BURKHARDT: Mr. Goland?

MR. GOLAND: Let us suppose that there was a central organization set up by the publishers and that they did the bookkeeping. The only bookkeeping which might be involved from your end would be either some automated equipment on your photocopying machine or conceivably some statistical study year by year to determine various publisher usage. You would have no objection to an added cost for copyright?

MR. HENDRICKS: No, not morally, I don't know how I would raise it practically speaking, but certainly that would be a fair recompense for justified use, I think.

MR. BURKHARDT: We are running a little behind time. Just one more question.

MR. LORENZ: You do say the national commission should identify a planning agency to start a national network design. Do you have any candidate planning agencies in mind or was this just a general statement?

MR. HENDRICKS: No, just general. I realize that is not very helpful in that context.

MR. LORENZ: But I take it that you feel that the time is right for such a design to be developed?

MR. HENDRICKS: Definitely.

MR. LORENZ: There is enough experience nationally now so that this experience can be pulled together?

MR. HENDRICKS: Right.

MR. LORENZ: And come out a successful design?

MR. HENDRICKS: Right. I don't think the existing plan dehumanizes in any way the Commission that has been faulted for that particular concept. Although you are dealing with automation and network concepts, the whole purpose of this broad statement is to, in fact, extend services to the citizen. I think that is made abundantly clear that no matter what mechanism we use that our main objective is to service to the citizens. I think that is unfortunate criticism in dehumanization of the plan.

MR. BURKHARDT: Thank you very much, Mr. Hendricks. We will hear next from Mary Cheatham,Hot Springs County Library in Malvern, Arkansas.

MRS. CHEATHAM: Well, Mr. Burkhardt, my letter said I was to come to answer your question and that I wasn't to tell you anything that I had already submitted in my written testimony. The main thing -- my concern is that when you tie all of the libraries up to a national network that you don't spend all of your money on that and leave nothing for us on the local level where we have to deal with the people day to day and where we serve the needs of some of these people.

MR. BURKHARDT: That was the real thrust of your letter to us.

MRS. CHEATHAM: Yes.

MR. BURKHARDT: I think what you want to know is how do the local arteries, how do they get into this network and what do they get out of it and what resources will be available under the national program, right?

MRS. CHEATHAM: Well, I understand that somewhat because what I have been asked to do in a local situation has been served by my local library commission through interlibrary loan we had a new division of LTD, a small industry moved into town and they needed special material. Well, the library commission got this through an interlibrary loan and they finally went to New Mexico for it. But within like five days time I had the material I needed. So right now my needs are being served in that direction. I think that in Arkansas if we tied into the library commission and all of the local county and multi-county libraries are tied into this, that that would serve our needs more. Maybe I'm not seeing the picture clearly.

MR. BURKHARDT: You mean you don't quite see the urgency, then, of this?

MRS. CHEATHAM: No, not at my level.

MR. LORENZ: Are you presently receiving funds from the Arkansas Library Commission?

MRS. CHEATHAM: Yes, sir, under state aid and the federal money that comes to Arkansas comes to us through the library commission. And we will receive money through that this year.

MR. LORENZ: Can you give us a rough breakdown of what the funds are?

MR. BURKHARDT: Use the mike.

MR. LORENZ: Yes. In terms of percentage, how much of your funds are local, state and federal?

MRS. CHEATHAM: Okay. My budget this year is $64,000. 23,500 of that is revenue sharing. About 21,000 will be -- well, let's put it this way. I am receiving book mobile money from the state because I am running the book mobile in two other counties. I receive about $10,000 in state aid and about another ten in federal aid this year.

MR. LORENZ: Let me ask you this question. You are getting about a third of your budget from revenue sharing?

MRS. CHEATHAM: Yes.

MR. LORENZ: Now is your local base of

support the property tax?

MRS. CHEATHAM: Yes, the one mill tax.

MR. LORENZ: Now what will happen, for example, when the revenue sharing ceases to exist? What happens to the book mobile?

MRS. CHEATHAM: We are trying to go to the county where we can get more state aid and keep the book mobile on the road. I don't know if we don't have some federal aid to back it up.

MR. LORENZ: What happens if you try to go and increase the one mill?

MRS. CHEATHAM: We can't by the Arkansas Constitution. And until we can get that outdated thing revised, we can't. Arkansas law says one mill.

MR. LORENZ: So what you are really saying is that you are in pretty good shape right now, but down the road you see a lot of problems?

MRS. CHEATHAM: That is true, very true.

MR. DUNLAP: If your annual budget is $60,000, how much money would you require to do a superb job? Half as much or --

MRS. CHEATHAM: If we can get two mills. When the new constitution and convention met, they put I believe -- Dr. Moore, didn't they put two mills? If I had twice that much money I could do twice the job I'm doing now.

MR. DUNLAP: But I'm confused is because you don't get it all from the tax base, you get some from federal and some from state. What total budget will you require to do a superb job?

MRS. CHEATHAM: If I had two mills that would be $88,000. I get 44,000 from one mill tax. And I don't know, I guess I haven't dreamed that big yet.

MR. GOLAND: What is your per capita support with your present income?

MRS. CHEATHAM: It is about $3 a person.

MR. LORENZ: Let me ask you this question. We have had some people say that they were concerned about federal or state control of their library. You are getting a substantial amount of money it seems from state, and in a sense, federal funds. Do you feel that there is any control of your library from sources outside the community because of the sources of these funds?

MRS. CHEATHAM: No. The State Library Commission sets standards, and as long as you meet those standards, then you qualify for state and federal aid. No, our board, we have a local board who governs what we do and they meet once a month and, no, I don't have any fear of state or federal control.

MR. BURKHARDT: You must have some good library supporters in your local community.

MRS. CHEATHAM: I do.

MR. BURKHARDT: Because you do much better with revenue sharing than most parts of the country.

MRS. CHEATHAM: Someone else is going to talk on this, but revenue sharing has been used to perpetuate politicians in office. In Arkansas it comes to the county judge, and he has a quorum court who has a budget committee and you meet with the budget committee and they decide whether or not you get your money, and then it goes to the quorum court and they vote on it. If you have enough support, fine, but if you don't, you are out of luck.

MR. BURKHARDT: And you have it.

MRS. CHEATHAM: I have it right now.

MRS. SCOTT: In your testimony, you stress or emphasize the need for preschool and literacy programs. Can you tell me if there has been anything done on the federal level through the right to read program or reading is fundamental to aid in that direction?

MRS. CHEATHAM: Let me refer you to Catherine Keasley who will talk at 1:10. She has a right to read program in her library. Let's let her answer that. The preschool is kind of a local thing. You have to decide whether you want to do this on your own and how much you have to budget to it and this sort of thing. There is a need we all realize, but it is a local effort on what you decide to do for preschool. We do have Headstart and this sort of thing, and now we have public kindergarten.

MR. BURKHARDT: Andy?

MR. AINES: Reading your testimony --

MR. BURKHARDT: Use the mike.

MR. AINES: Thank you, I'm sorry. Reading your testimony, you talked about the point and you mentioned it subsequently that you didn't see how the national linkup of libraries would help those that needed service most. And you asked the question how it is going to help the poor, the Mexican-American, the illiterate and so on and so forth. Your answer was really what you need is money for better trained staff and materials to serve those people. Now I am with you in your bookmobile and I have traveled to the areas where these people exist. Now what I would like to find out from you is what happens, are they really using the materials? How much energy is required to get them to want to look at it and are you giving them the kind of information that will make their life more meaningful from their point of view?

MRS. CHEATHAM: Okay. We are asked nearly every day we are asked, somebody is going to take a civil service exam, and he needs a study book, and somebody is going to be a practical nurse and this sort of thing. We have kind of become a referral agency because we stress that you don't turn anybody away and you try to find an answer.

We tell them where to find it. The food stamp office and all this sort of thing. But I have found that the disadvantaged are hard to serve. They don't come into your library because many times they were turned away and not trained to use a library. We do a lot with the schools and some are reading programs, and we urge that this is your library, come and use it. I have found my best response to the disadvantaged person is through that child who wants to come to the library and the person will come with him. I think too if he comes and he helps him in some way, I can't think of the concrete examples right now, but if he helps in some way, he will come back. If he is shunned from well, right now the old people, I don't know if this is Arkansas or national, but the old people fill out a property tax thing. They get part of their property tax back. Well, our courthouse sent them to us. They didn't know anything about it. So the first time I didn't either, but by the second person, an older person who had been shunted from office to office, we knew what they were talking about and where they got the forms and who would help them out. We have a very active elderly program. It is called helping elderly people, and it is a federally funded thing from the state office of aging. Those people are trained to fill out the forms for people. They kept coming to us, and we referred them to somebody else, and they never found them.

So we try to act on whatever help they need.

MR. BURKHARDT: Just two very short questions. Mrs. Wu?

MRS. WU: Evidently you have a big Mexican-American population.

MRS. CHEATHAM: No. We have some Black population, but very little Mexican-Americans and a lot of poor whites.

MRS. WU: Has there been any services that you provided on your county level to satisfy the Blacks?

MRS. CHEATHAM: Yes. We have some Black members on our board and our schools are fully integrated. We don't have separate facilities. Everything is one facility for everybody. And we have worked at this. It was a problem to me because Black people did not come to our library at first, but it is getting better, and I think the school children help this. If the child is served, then his parent feels like, if his father has killed a deer and he wants to know how to preserve the meat because meat is so high now, they will come to us for a book on this sort of thing.

MR. BURKHARDT: One more question.

MR. LORENZ: I was delighted when you said in your testimony that librarians must be as politically and public relations-minded as the local chamber of commerce director or politician. This is a message that many of us have been trying to bring to librarians and trustees over the country. And maybe you can tell us in 25 words or less how you were able politically to get that substantial amount of revenue sharing. You just didn't send a letter. I know it was more than that. Could you tell us what we can learn from what you did?

MRS. CHEATHAM: Well, really, I could tell you a lot of things, but I think really it is based on the fact that two members of my board are very influential, and the judge thought if we didn't get the money he would hear from them on some other angles. Now we have done a lot of different things, but to be frank, I don't think it is on what I have done. I really think it is due to these two members and their influence in the community, frankly.

MR. BURKHARDT: Andy, I will relent and let you have one more question.

MR. AINES: It is very short. From what you are saying, you see a requirement for two other forces to work with you. One is the social worker and another is the educator.

MRS. CHEATHAM: Yes.

MR. AINES: Particularly in those people not going to school. Would it be useful to think of in terms of a team operation where the groups would not work separately but as a combined effort? Do you see a value in this type of approach?

MRS. CHEATHAM: Yes, I do. I think too long all of us have been a separate agency and we don't know what the other one is doing or we are not trying to help the other one. Now if we could come to some kind of a team effort that everybody would be better served because sometimes you will find overlapping of services where we don't have the money to do this sort of thing. I do think better cooperation everywhere would be helpful.

MR. BURKHARDT: Thank you very much. Now we next hear from Mr. Howard Clark, trustee of the Arkansas Library Association, I mean Commission, that should be Commission.

MR. CLARK: I would like to get that straight because they are the ones that are picking up the tab.

MR. BURKHARDT: All right, Mr. Clark.

MR. CLARK: I don't have a prepared statement. I have jotted down some random thoughts based on the Commission's report.

Before I start, I would like to pay public tribute to one of your members who happens to be from my home state, and that is your vice chairman or chairperson, if she prefers that, Bessie Moore. Bessie Moore has done more for the advancement of library service in Arkansas than all the other people combined, I would say. And I would estimate her worth as one Bessie Moore is equal to two categorical grants.

I would like to elaborate a little further on the financing of libraries in Arkansas. I know the people who are opposed to categorical grants think that the time has come when people should stand on their own feet. They probably don't understand the conditions in the various states. I think it has been pointed out here that we are hemmed in by a one-mill constitutional limit for local library support. That is not that we haven't tried to change this. We have made a lot of efforts to change it, but our citizens are getting very allergic to increase in taxes of any sort. And all of our efforts to get this ceiling raised or eliminated entirely have failed.

MR. BURKHARDT: How long ago was that one-mill ceiling inacted?

MR. CLARK: It was in the -- I don't know.

MRS. MOORE: The early 30's.

MR. CLARK: It was the early 30's.

MR. BURKHARDT: In other words, it was about since then the dollar has become worth about 40 cents, maybe less?

MR. CLARK: Yes. Another limiting factor is that the system of assessment in Arkansas is based on 20 percent of market value. So we don't get one percent of the actual market value of the real estate and personal property, but we get one percent of 20 percent. The emphasis of the committee's report, and I may be wrong in this, that we have a saying in Arkansas that you are inclined to be down on what you ain't up on. But it seems to me like there is not enough emphasis on the plight of the small public library, which is my primary concern in Arkansas.

I am not only on the Arkansas Library Commission, I am a trustee on a regional library that serves two counties and on the library board of my local library, which is the city of about 20,000 people. So I feel like I have firsthand experience in these various fields. And as you know, Arkansas is not a populus state. It is about two million people. And mostly concentrated around the Little Rock area. The other cities, with the exception of Fort Smith and Pine Bluff are relatively small in the same category of my own hometown. Now our local citizens have been rather generous in their support of local library and some of my remarks don't apply in full degree to the local situation because our city council has seen fit to start collecting several years ago a one-mill voluntary tax. And of course, I'm not sure, that is being challenged in the courts right now in the community next door to us, and the people who are against that sort of thing went out, which I'm afraid they will, we are going to be in a different situation. Everybody has paid that more or less. For a long time, the power company and the telephone company wouldn't pay it because they knew they didn't have to until we convinced them that it would be a good public relations gesture if they would start paying it. So as far as I know, everybody pays it. Most people because they don't know or realize it is voluntary and they have any other choice. That is what the people object to it are basing their case on.

MR. BURKHARDT: Mr. Clark, could I interrupt you? In your testimony you make a recommendation or you say that our commission ought to recommend a return to categorical grants with a formula that will help the poor states reach some kind of parity with the more affluent ones. Do you have any notion what kind of formula would do that?

MR. CLARK: No, unless it would be based upon per capita income of the various states or gross national product or something of this sort. I'm not competent to say what it should be. But I know that we use some sort of formula in Arkansas in distributing state education money so that the poor counties, as long as they keep their assessment up to the 20 percent level, share a little more generously in state monies than the more prosperous counties.

MR. BURKHARDT: The one thing you run into right away is that one mill ceiling, because everybody has to accept that as those it was eternal. Is that your basic statistic for state support? If it is --

MR. CLARK: Well, no. I didn't mean to imply that that is the only support in libraries. That one mill is local support. Now we depend on appropriations from the legislature for state aid to libraries and considering the relative poverty of the state of Arkansas, I think the legislature has been fairly generous. Of course, the demands on the money are many, and you have to argue with such agencies as the prison system and the children's colony and the state hospital and all of those various services that the state supports. So it is a continuing battle to even stay where you are, much less make any gain. And as I pointed out in the written testimony, one of the problems that we have right now is we have been fighting for years to get adequate quarters for the state library and now that we finally have that in view and on the drawing boards with the withdrawal of federal support we probably are going to have an empty building with not much to put in it and no staff to carry on the needed services. I don't mean that literally, but it will be a crippling blow.

MR. BURKHARDT: Mr. Lorenz?

MR. LORENZ: Comparatively speaking, Mr. Clark, would you say the state public school system is better off and closer to national standards than the public library system is in Arkansas?

MR. CLARK: Well, you hate to admit these things in public, but we are either on the bottom or just above Mississippi in our support of education. But we don't rank that way in the state library support. I don't know how local support added to state support would compare with the various states. But our state support is nothing to be ashamed of, really, in considering the wealth of the state.

MR. LORENZ: Do you happen to know what percentage of support for public schools is from the state level?

MR. CLARK: No, I couldn't tell you that. I'm not familiar with it.

MR. BURKHARDT: Casey?

MR. CASEY: I would like to obtain your view on this matter of revenue sharing versus the categorical grants. As you know, the revenue sharing is allocated to municipalities on basis of population and local taxing basis and so forth. Now when they receive revenue sharing, you can go right in to the local mayor or supervisor authority or whatever it might be called in your particular village or township, and talk to that individual. In categorical grant situation, it goes to the Arkansas Library Commission. And then it becomes a situation where in those libraries that can write the best proposal and the strongest application are now receiving the money from the Arkansas Library Commission and becomes kind of a battle between the proposal writers and someone in your state capital makes evaluation whereas on the revenue sharing, ~~someone~~ local that you see every day was going to make that decision. Now it becomes a matter or a contest of who are the best proposal writers under the categorical grant arrangements which you think is better, or is it better to be able to talk to your neighbor or someone under your municipal authority and gets this money right from Washington and --

MR. CLARK: I'm not sure I understand the thrust of that question.

MR. LORENZ: On the categorical grant arrangement, the money goes to the state, and the local library has to apply for the --

MR. CLARK: Right.

MR. LORENZ: -- money.

MR. CLARK: Right.

MR. LORENZ: So therefore all the libraries in a given state are applying for this money. And it becomes a contest among the libraries who can write the strongest proposal.

MRS. MOORE: May I enter this to help Mr. Clark out?

MR. CLARK: Thank you.

MRS. MOORE: We don't operate that way in Arkansas. We don't give the money out on that basis, so that is why Mr. Clark is confused. We don't give it out on the basis like that. We give our money out on other basis than that. Part of it is spent for the state office on processing books for all the libraries in the state, for example. We don't disburse our money on proposal writing.

MR. CASEY: Some of the states do.

MRS. MOORE: So he is not in a position to answer that type of question. We don't do it that way.

MR. BURKHARDT: Any other questions? If not, Mr. Clark, thank you very much.

MRS. MOORE: Before Mr. Clark leaves the stand, he paid me a compliment, I would like to pay him one. He is a very valuable member of the Arkansas Library Commission and I think the fact that the Arkansas Library Commission has disbursed its funds in the manner it has, which is to help us create systems of libraries rather than encourage single-unit continuation has been the basis, really, for the fact that we had the kind of support that we have had from the legislature and the fact that we don't seem to have any problems with our libraries on funds dispositions. We just haven't had it. I'm happy to say that, well, I guess I'm ashamed to say that I served on the state library commission under eight governors, and the last four of them have told us that they had no complaints about how the Arkansas Library Commission ran its fiscal affairs. And we try to do this on the basis of fairness to all libraries. I believe we have succeeded. Mr. Clark has been a strong supporter of this kind of policy, and we are glad to have him represent us today.

MR. BURKHARDT: All right. Now the next witness is Mrs. Roy Craig. We have some testimony here from Dee Ann Ray, but I take it she is not coming and you are appearing in her stead, is that right?

MRS. CRAIG: Probably. Yes, I guess. However, she is a systems librarian and I am a trustee from Oklahoma.

MR. BURKHARDT: Have you seen her testimony?

MRS. CRAIG: I think you have.

MR. BURKHARDT: We have, I want to know have you seen it.

MRS. CRAIG: Yes.

MR. BURKHARDT: We have seen it.

MRS. CRAIG: Yes, I have read it.

MR. BURKHARDT: Good.

MRS. CRAIG: I have some material here I would like to hand out to you. It may not go all the way around.

MR. BURKHARDT: All right. Mrs. Craig, would you proceed?

MRS. CRAIG: I have some statements here I would like to give you.

MR. BURKHARDT: Fine.

MRS. CRAIG: I am a trustee on a systems board. When we are thinking about the progress which has been made in Oklahoma in library science we have come a long way since 1956. But we still have a long, long way to go before we can say that every citizen in Oklahoma has access to good library service. The LSCA funds must be given a great deal of credit for helping us develop our library systems. But is has not gone far enough.

Now if you will look at the little map that shows the library systems of Oklahoma, we have seven systems multi-county systems and two metropolitan systems, which in most of these have been created since 1960. But that only serves about half of our population. We are still faced with this problem of reaching the other half. And these cutbacks in LSCA funds have put a setback in library development in Oklahoma. We are working towards state funding or state help for our Oklahoma Department of Libraries which is our library development agent in Oklahoma. And these establishments grants which led to the establishment of these systems has in most cases led to permanent establishing through the local support taxes, which is the two-mill levy. And we are limited to that by state legislature.

Our college and university libraries are beginning to be funded a little bit more by the higher educational alumni council. Our greatest need, of course, is for money. We needed to take up the slack which was caused by the cutbacks in the ESCA Title II funds. And those funds provided the only real first real financial support for many of Oklahoma's school libraries. And unless we do have restrictions for library use only, there will be no local funds that will take their place. We are either going to have to have state requirements or money to enforce the spending of it for school libraries. Outside of Tulsa and Oklahoma City, we do not have any elementary media centers in Oklahoma. And I have even heard of instances in the schools where books have been bought in bulk lots for so many pounds for so many dollars. So you can see what the situation would result in.

The eastern part of our state has a low tax evaluation. They have a large population, but low tax evaluation. And tax equalization programs have helped, but not enough. And even with what they are allowed to vote, they cannot provide a $2 per capita expenditure per year. In the western part of the state, which happens to be where I am from, we are faced with a different problem. We have vast land areas and sparse population which presents a different kind of problem. We have made giant strides in providing and promoting interlibrary cooperation through OTIS. I have given you a little map showing the OTIS system in Oklahoma. And it was funded by federal funds when it started, but has been continued because it was so popular when those funds were cut off. We have not achieved joint acquisition programs for a number of reasons. We do not have a satisfactory cataloguing program for libraries. And this would be a big help for many small libraries because most of them are operating on donations of funds and books. And if they were provided with some kind of a cataloguing center, some of their problems would be solved. We need a strengthened state agency with more qualified staff. The recent loss of funds, of course, resulted in a cutback of staff. I believe that [illegible] qualified and personal consultants traveling [illegible] state that we could unite and coordinate efforts [illegible] a better program in Oklahoma. When you get all [illegible] it is a personal approach which sells these [illegible]. And I think if we had this personal approach with trust, we would have more cooperation.

I am a strong believer in a strong state agency because I think they should be the leading example. They should set the pattern for libraries service. And that wasn't what was good about the LSCA funds. They beefed up

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the state agencies. Oklahoma is probably very similar to other states in this region. We have some libraries which like Tulsa and Oklahoma City and the OU and the OSU library and also the OU Medical Center libraries which have reached the computer stage. They have a staff and ability to develop these programs. But most of our libraries are on the store-front types and are located in outdated old buildings and operate on donations. We still have a number of school libraries that are just holes in the walls.

We have some college librarians who brag that they do not borrow from anyone. So you suspect the kind of service that they give. I also believe very strongly that library service given is only as good as the individual librarian and staff members want to make it. And so, of course, you know as well as I do that some of these people are dedicated and consider their work more than a job. But there are many who have 8:00 to 5:00 minds and who do nothing extra. And no amount of money would help a situation like that. But continuing education might help.

So all we can see ahead is the need for funds to continue these ongoing programs. And we realize, of course, that if the worst enemies to library development is librarians and trustees who don't want to change and we know we have a big job ahead of us in this education problem. Federal funds have been a great help to libraries. I think they are still needed to help better this library service at all levels. In fact, our multi-county system of which I am a member of the board in Western Oklahoma was funded with the demonstration period was funded by the federal funds. And then we voted the tax levy which lets us operate now, you know, on the levy. We operate two bookmobiles out of about 49 stops every two weeks with maybe two towns in the extreme area getting service once a week. We have about three fifty-five, I think it is, per person in our area. It is a four-county system. The total land area is 4200 square miles which started eight years ago with only three libraries in our area. And now we have seven libraries in towns of a thousand or more. And the three that we did have to begin with was updated of course, and the other started. We have more than 200,000 circulation per year of books and materials. Our bookmobiles carry frame pictures, new magazines and books and pamphlets and longplay records. And we still don't reach everyone because of various reasons, but we are well on our way to that.

We do not have in our area or in the rural areas the disadvantaged people that some of these other people have. We do not have the minority groups, other racial groups. But we still have shutins and elderly people, but we are making strides towards reaching them.

MR. BURKHARDT: Any questions from the

Commission? Chuck?

MR. CHARLES STEVENS: I would be interested in having you tell us, if you can, about how your regional network feels about reaching across the state lines that are available to it and whether the regional network also sees opportunities for reaching towards the nearest other regional networks? In other words, do you see this thing as a growing from a four-county system to a five, six, seven or eight-county or is that a direction of growth the commission should be looking for nationwide in terms of regional consortia or can you think of reaching across the state line and is that possible for Oklahoma to reach across the state lines? Is it something again that the Commission should think about developing in terms of regional networks that reach across rather than interstate networks reaching across state lines?

MRS. CRAIG: Well, I really don't know. We are trying to develop new systems. We do go across state lines with our OTIS communications system in borrowing books. And I wouldn't see any reason why they couldn't overlap state lines.

MR. BURKHARDT: Mr. Lerner?

MR. LERNER: I notice that one of the counties in your system is Dewey County. One of the things the Commission has talked about at some length is the problem of serving the geographically remote. And this is something that you are faced with all of the time.

MRS. CRAIG: That is right.

MR. LORENZ: Are the needs or the information needs of the geographically remote, in fact, different from someone who lives in Tulsa or Oklahoma City, for example? How would you separate those needs and the expenses of delivering information to the geographically remote?

MRS. CRAIG: One of those systems in the southeast corner down there started for mail service, and they send out catalogs or mailing it out instead of using bookmobiles. They think it is cheaper. And unless postage gets up so much higher, you know, I don't know about that, but in areas where there wasn't much usage of bookmobiles, they found people would sit down and order a book. But to me, you lose that personal touch and I don't know whether that is the answer or not. But it seems to be working for them.

MR. LORENZ: Well, do we need, for example, an information library extension system like the Department of Agriculture has with the extension agencies? What do you think of that concept?

MRS. CRAIG: Well, I think our systems librarian in a certain sense is that because she goes all over the different counties giving book reviews and giving programs. And she coordinates different services of the library. So that if you have a live and up and going systems librarian, you do have almost an extension agent.

MR. LORENZ: I would like to hear your response to the needs of the remote person versus the needs of the city persons.

MRS. CRAIG: I don't think that our needs are any different from any other needs. They have just been ignored for so long. When you say we are a hundred and thirty-five miles approximately from Oklahoma City, why should we not be able to get the service and books and things the same as someone in the center of the state?

MR. LORENZ: Has Oklahoma developed an effective state grant program to public libraries?

MRS. CRAIG: I don't know.

MR. LORENZ: Are you receiving state money in your --

MRS. CRAIG: No. We are not receiving state aid.

MR. LORENZ: Are there any plans being developed to seek state funds for library systems?

MRS. CRAIG: We are trying to get -- yes, for especially for the state department, the head of the library.

MR. BURKHARDT: Final question, Mr. Becker.

MR. BECKER: OTIS as you mentioned, was started LSCA funds and was successful, so successful that apparently it is now self-supporting. With the two-mill restriction on financing, how is that? How is OTIS financed today and how difficult was it for you to arrange --

MRS. CRAIG: My understanding is when legislative money -- the two-mill levy just finances the systems.

MR. BECKER: Yes.

MRS. CRAIG: -- on a local level. Each county votes, if you join a system you have to vote the levy in your county. And that -- the county determines the amount of money you have to spend for your part of the system.

MR. LORENZ: Are you saying it took special legislation just to maintain that one service?

MRS. CRAIG: You mean the bookmobile?

MR. BECKER: No, OTIS.

MRS. CRAIG: Yes.

MR. BURKHARDT: Thank you very much, Mrs. Craig. Our next witness is June Phillips, chairman of the English Department of Southern University, Shreveport. You can assume that we have read your testimony, and so if you would just give us what additional points you would like to make or highlights and then turn the matter over to questions I am sure you will find that the Commission has plenty of them.

MRS. PHILLIPS: Thank you, Mr. Burkhardt.

And to the Commission, first of all I would just like to say it is certainly a pleasure for me to appear before you. I do feel highly honored to represent North Louisiana. And then when I look at the list of other witnesses, I was really kind of disturbed because it appears that I am the only one representing Louisiana. So perhaps, I hope, that what I have said will be of interest -- in the interest of Louisiana.

My report principally involved questions from those persons who use libraries, those persons who supply the services. And I was particularly interested in those persons who don't use library services in North Louisiana.

I agree with Senator Yarborough and others who have suggested that it is necessary and it is indeed imperative that we focus our attention on the cultivation of minds of young people of America. And we further need to train the public to become a reading public. And the only way we can do this is through the attention of the libraries to make our public a reading public. At the grass roots level, because I can speak personally only of the area where I live, I am at Southern University in Shreveport and in this particular area, the university, the two-year community college is located within a poverty-stricken area. And the university system is successful, those libraries, because the demands are from the students who needs library services. But when I go to the community and question persons concerning the use of the library facilities that are available, many of them have not been to the library. They don't know what services are available. And I think this is where we need additional funding so that we can take the libraries to the public and force, if necessary, persons who don't read to become reading persons.

I am not a librarian, but I am definitely concerned about the financial strains that are placed on librarians. And in my report, I mentioned the areas where funding is very difficult. And when we look at it, we do find that all of the other problems of the library are a direct result of lack of funding. So we do need to do additional things in that area.

One thing I mentioned in the report that I would like to admend here is that at a recent meeting of the library council, and we have a library council composed of the librarians in North Louisiana and the members of the Gringo System, the board of trustees on which I am a member, I -- the idea was brought up about the national network. And we did receive some misgivings from some of the librarians. They feel that a national network would, of course, place such a strain on small libraries, you know, they don't have the funds to put in all of the equipment necessary to participate in a national network. So for that reason, many of them do have misgivings about it.

Well, I will just say this, the federal funds are helpful to libraries and of course we would be able to -- we would be unable to function without federal funds. I heard one librarian say recently, though, that she cherishes the day that the states could begin to support their libraries. So I do think that some librarians are thinking in this direction of self-support and perhaps maybe this is the best way eventually.

MR. BURKHARDT: I want to commend your initiative in undertaking this survey which is the kind of thing that is very useful to us. We don't find many people willing to go out and do it. Particularly you are getting at some of the non-users. This is one of the big problems we have and to find out why people don't use libraries is a rather difficult thing. And I think some of the material you found and the reasons you found are revealing to us. Is there any questions from any of the Commission?

MR. STEVENS: Mr. Chairman.

MR. BURKHARDT: Mr. Stevens.

MR. STEVENS: I would be interested if you would pursue an angle that you didn't touch on in your testimony or at least I didn't see it touched on, and that is your student use of the library at Southern and their reaction. Now it is possible that some of the comments you have reflected here are their comments, but I wonder if you would talk about instruction in libraries and utilization of libraries and promotions of libraries as you see them in the college level. One of the statements, and I will reinforce that, that is made in the new draft of the national program document is that college and junior college libraries are willfully inadequate. And I wonder if they are willfully inadequate as you see them where you are and what that inadequacy consists of and how can it be overcome and particularly how can the attitude be changed.

MRS. PHILLIPS: Well, I am pleased with that question because I'm very close to it. At Southern University in Shreveport, we do have a new library. It is one of the best libraries that I have ever seen. It is not inadequate in this sense, because we do have a number of holdings and all of the areas. So we do have the facilities available, but we find, of course, that use is limited by students. Students go to the library only when they have to and only when a teacher gives an assignment. So our academic dean has been working on having teachers give more library assignments that will send students to the library to use it. Because we do have our textbooks and many instances we have program materials that we have written ourselves. And so in a sense, our class can be kind of contained within itself and the student may not necessarily need it, unless we give him extra assignments that will take him to the library.

So we have been working on this. Deliberately putting into our lesson plans library assignments and of course assigning critical papers, library papers so that the students have to do research. In that way we have found that we have been able to keep library use up.

Now, I did make one comment in the report which concerned the checking out of only 18 fiction books within one semester by both faculty and students. And of course, that reflected Southern University. Our academic dean was very disturbed about this, and of course there are probably a number of reasons for that students didn't check many fiction books out of the library. Maybe we are becoming more technical-minded and we are moving away from the realm of fiction. But this was just this particular area.

I do find, though, that students at Southern University and I think maybe I can speak for the other universities too, because I have communicated with the librarians at both Louisiana State University in Shreveport and Sydnarian College, the other university in the college system. And they have suggested that students need to be attracted to the library if they are going to use it. So the library has to have something that is going to pull them there in order to facilitate the use of it. Because a freshman student is only going to do what his teacher tells him to do. And if the teacher doesn't tell him to go to the library, he is not going. I have found this true also of community people. I just talked with people last week just to the community and stopping and chatting here and there and asking certain people "Well, have you been to the David Raines Library?" We do have a new library, a branch in this particular area and over half of the people with whom I talked had not been to the library. They didn't realize it was there. Well, these are people who are below the poverty level and who have jobs that they work very hard, and I suppose they have very little time for reading as such. Other than perhaps many of them may have television. Many of them don't even take the daily paper. So I suggested if you don't take the daily paper at home, you can go to the library and read the paper and maybe that they will do that. That is two answers in one, really.

MR. BURKHARDT: Mr. Aines?

MR. AINES: You have touched on my question,by your profession you are obviously a lover of literature.

MRS. PHILLIPS: Yes, I am.

MR. AINES: And I will ask you to be an observer and tell me what you think the saturation of television and radio in your area are and how much hope you have of bringing these people into a library?

MRS. PHILLIPS: I'm glad you asked that

question. I just told my little boy, he is six years old, excuse the personal reference, that he was not going to watch any more television during the week. He could watch television on weekends, but we have gotten to the point where television is the thing. And in the afternoon when they come in from school, that is all they want to do is watch television, all afternoon or on Saturdays watch television. So I think the television, though it is good and it has its good points, it has reached a number of preschool children through Sesame Street and other pictures of that nature. But I think for the most part, television is the principal reason that our people, that Americans are not reading people. We have become to rely on the visual aid rather than digesting it for ourselves. And we don't realize that we are missing so much by looking at it rather than reading the novel or the book or what-have-you. Because when we do read, we are able to get so much more. But television is only able to give us just a little bit, you know, a visual picture.

MR. BURKHARDT: Mr. Lerner?

MR. LERNER: Do you think it would be helpful if we were able to get a librarian on Sesame Street?

MRS. PHILLIPS: I think that would be helpful. To bring books to Sesame Street, they do read on Sesame Street, but I think what the librarians -- that would help them.

MR. LORENZ: Let me ask you this question. You have given us some ideas from people you have talked to that don't use libraries and a very negative view towards them. Would the movement towards the library as information center be more meaningful to bringing non-users into libraries?

MRS. PHILLIPS: Quite possibly. This could give the library a new image rather than just the idea that I am going to the library and I must step quietly, you know, I can't disturb anyone, and the librarian is that stern person with the glasses and her hair pulled back and who is very determined that you will not disturb the situation. And with the idea that I can go to the library and get information rather than be hampered by rules of the library, I think this may help.

MR. LERNER: Thank you.

MR. BURKHARDT: Any other questions? If not, thank you very much. We are running about a quarter of an hour behind schedule, but that is pretty good at this time of day. We will now start the open public testimony section of our schedule. As you probably know, we have set aside from 11:30 to 1:00 P.M. for anyone who wants to come and testify who did not send written testimony to us in advance. And I now start with Margaret Wood of the Navajo

Community College in -- is that Saley? I can't read it. You tell us where you come from.

MRS. WOOD: You did a fair job of pronouncing it.

MR. BURKHARDT: From Arizona.

MRS. WOOD: Yes. I am director of library service for Navajo Community College. I did send in my written testimony several weeks ago, but unfortunately my effort of disseminating information seemed to have failed. So I will try to do the best I can in these ten minutes.

My concern, of course, will be with Indians, specifically Navajo Indians. My major concern is funding, as so many people have already spoken about today. Specifically funding of public libraries on the Navajo reservation. Many of my comments will also apply to reservations across the United States.

I will speak most on Navajo, because that is where my knowledge lies. On Navajo reservation, there is no property tax, no state tax, sales tax or any kind of tax. Most public libraries, of course, are funded by these different types of taxes in that there is a lack of this type of tax on the reservation there is a lag of public libraries. There are, to my knowledge, four public libraries on the reservation. This is for approximately a hundred and thirty-five thousand people and to serve an area of approximately the size of West Virginia. I think that and hope that eventually the United States Government will assume some type of financial responsibility to provide money so that with initiative from Indian people, public libraries and professional people, good collections, will be provided for Navajo people.

MR. BURKHARDT: Mr. Lerner?

MR. LERNER: What type of information are the Navajo people looking for in terms of library and information service? Is it information in agricultural or what is it that the Navajo people are looking for in terms of what they want? This is the most important thing.

MISS WOOD: I think that for right now probably the stress would be to serve preschool people, elementary and secondary students. I have experience as a first grade teacher. I have seen the excitement of children, Navajo children about books. They enjoy books. They need this type of thing. Because in so many homes, it is a bilingual situation. Children usually grow up speaking half Navajo and half English. Unfortunately, there is a problem in that oftentimes the quality of Navajo language has come down, it is like, excuse the expression, bastardized type of Navajo where a lot of English things have been incorporated into the language so that Navajo is no longer pure. And also these people, the children often don't learn a good English. So in a way, they are hindered in that they don't speak good Navajo or good English.

As director of Navajo Community College, I see little -- we have a fine facility, I think, and an excellent collection. But there is little use, and I am saying that we are touching these people too late. There are like 18, you know, we have many adults in school there. It is too late, reading habits are developed when people are young. And I think that the public library should probably start out with emphasizing service to young people to develop the reading habits so that as they grow up they will read and improve their English and be better able to get good jobs and to stay in school and become more self-supporting.

MR. BURKHARDT: Bessie?

MRS. MOORE: Does the Bureau of Indian Affairs give you any assistance with public library programs?

MISS WOOD: Very little. None officially. The public, let's see, now two or three of the public libraries, and these are volunteer efforts, as you know, on the reservations, there are often a lot of public health people that are wives. A lot of the teachers are Anglos, the men come and their wives don't have anything to do. These type of ladies get together and usually form some type of more or less family type of library which essentially serves the Anglo families and the Anglo children. Those are the people that need it least, really. And this support from the VIA has come from the personal level that may be like in Window Rock, which is the seat of the Navajo government, they have the Window Rock Homemakers Club, which approach the right people that had a VIA building and they got rent-free building and utilities. But as I say, it is just, you know, if you approach the right person who has control over certain property you might be able to get a little help, but it is not official. And I say on the reservation it probably amounts to maybe a thousand dollars a year for three buildings and utilities.

MRS. MOORE: The reason I'm asking you this question in particular, I was in New Mexico at a hearing not long ago and I found that the Indians sort of fell outside of anybody's --

MISS WOOD: Indeed, yes.

MRS. MOORE: -- community of interest. The state cannot levy taxes --

MISS WOOD: Right.

MRS. MOORE: So consequently, there is no revenue from that source.

MISS WOOD: Right.

MRS. MOORE: And so since there is no revenue from that source, if the federal government doesn't enter the picture, then the Indians are left without anything.

MISS WOOD: That is true.

MRS. MOORE: And this is the same situation, so that is why I asked you that question to bring it out into the open that you get no support from the Bureau of Indian Affairs.

MISS WOOD: Right.

MR. BURKHARDT: Mr. Becker has a question.

MR. BECKER: As I understand it, there is supposed to be support for education as a result of 300 or so treaties that was made with the Indians years ago. To what extent has the application of that obligation been tested with respect to library support?

MISS WOOD: To my knowledge, it hasn't been. I know in some of the testimony later today this will be discussed more, but I don't have that much knowledge in that area.

MR. BECKER: Is the federal government doing enough with respect to education in general?

MISS WOOD: No. Another thing is, throughout the morning I have heard different references to going across state lines. This hits very true to home on the Navajo reservation because the Navajo reservation extends into three states, Utah, Arizona and New Mexico. And just depending -- I would say these are three of the poorest states in the United States, in that the reservation lies out of the jurisdiction really of any of the three state libraries. There is a great need here I think, and this as a political unit would be I think a good place to prove or disprove any efforts for going across state lines to service geographically isolated political units.

MR. BURKHARDT: Mr. Aines?

MR. AINES: I feel reassured when I come here and hear people like you testify.

MISS WOOD: Thank you.

MR. AINES: I would like to urge the commission to invite a representative of the Bureau of Indian Affairs to come before us to explain what kind of library programs they have. Now I would like to ask you the question. What has been the inroad of television on the reservations?

MISS WOOD: Housing on the reservation is substandard. I don't have the percentage on the top of my head, but I would say at least 40 percent of the houses on the reservations do not have electricity. However, I notice among my students, of course, this is at a public school when I was teaching the first grade, it was in somewhat of a population center and many of the families did have television. This bilingual area I found it to be good because I notice that the kids who had television spoke better English. Of course, all classes practically on the reservation in reservation schools are taught English. So on the reservation, it is good for the language part that they got accustomed to hearing it.

MR. AINES: But it may provide problems on the cultural side.

MISS WOOD: Right. Of course, many of the shows and movies are not the best ethnically true, should I say?

MR. BURKHARDT: Mr. Dunlap and then Mr. Lorenz.

MR. DUNLAP: My question will betray my ignorance. Are there any Navajos that become librarians and if so, where do they practice? As I understand, on the reservation, they have voluntary libraries and so they really can't make careers out of being librarians, but yet I think there would be a tremendous need for this type of personnel to run your library.

MISS WOOD: That is true, and I am it.

MR. DUNLAP: We need more like you.

MISS WOOD: As far as I can tell, and there have been other people doing research, I'm the only Navajo Indian with MLS. Fortunately, though, there are at least three coming out of library school this fall, maybe as many as five.

MR. DUNLAP: Where will they find careers?

MISS WOOD: I don't know. Apparently they are looking for jobs, although as far as I can tell, I don't think they will have much problem. I hope they won't.

MR. DUNLAP: They won't work with the Navajos on the reservation?

MISS WOOD: Some of them will, yes. There are some job openings. Although the BIA schools do not -- there is no provision or law that says that the BIA schools have to have libraries. Many of them don't. But some of them do, and of course some BIA boarding schools are on the reservation. And as I know it, these people are trying to get jobs where in schools where there is a large number of Navajo Indians.

MR. DUNLAP: Don't quit.

MISS WOOD: I'm still fighting.

MR. BURKHARDT: Last question, Mr. Lorenz.

MR. LORENZ: Do you happen to know whether any of those students were helped with higher education act of library fellowships?

MISS WOOD: I am thinking Arizona State University, I don't know if you know it, they have a program whereby, this is an undergrad program whereby the students major in secondary or elementary ed and then they have a minor in library science. So they are school librarians. Another program I know of is at the University of Arizona which is a graduate program. I don't know offhand, this is terrible -- where did that money come from. That is the people study for one year to get an MLS.

MR. LORENZ: Of the Navajo community schools and libraries eligible for federal grant programs to schools, libraries are not.

MISS WOOD: Yes. And the state of Arizona does not give that much support in any area. Most of the schools have a large, large percentage of federal funding.

MR. LORENZ: Is that through the Office of Education or through BIA?

MISS WOOD: I believe it is the Office of Education.

MR. LORENZ: So it isn't only BIA that you have to rely on?

MISS WOOD: Right. But part of the problem is that BIA and the Office of Education bank it back and forth so no one has grabbed ahold of it yet.

MR. LORENZ: Where do you think the focus of the responsibility in the federal government should be?

MISS WOOD: I think it should be more HEW. Well, never mind, I wouldn't say that.

MR. BURKHARDT: Mr. Cuadra?

MR. CUADRA: Sometime back the Commission held a conference in Denver to help bring together some ideas about the needs of different groups for library information services. We had people representing biomedical work and agriculture owning businesses and et cetera. There was no group specifically representing the needs for library services on part of Indians. There will be this preliminary report out in a couple of months and I was wondering if we sent you a copy, would you be willing to comment and give us your views on the needs for library information service.

MISS WOOD: I would be very honored and excited to do that.

MR. CUADRA: Thank you.

MRS. MOORE: Any more questions?

MR. VELDE: At the University of Arizona, there are quite a few Indian students in the graduate program now.

MISS WOOD: Quite a few means about 12.

MR. VELDE: I think you are right.

MRS. MOORE: Thank you very much for coming to testify.

MISS WOOD: Thank you very much for your time.

MRS. MOORE: We will call Mrs. John Lowe from Arkansas. I would like to say to the group that Winnie has been a school librarian and also has been a board member of one of our regional libraries and has held many offices in library circles in Arkansas.

MRS. WOOD: Thank you. I'm very glad to be here and to add to some of the things that some of the other people have been saying. When I came in first this morning, I had to confess from the technical people were testifying, I thought I was in the wrong building and in the wrong century or something because it just does not apply to me. However, I am interested. I am Winnie Lowe, and I'm a housewife and retired teacher and librarian and I live in Bloughton, Arkansas, and I'm a member of, as she told you, the regional library trustees and the county library.

Our nearest branch is Peall County branch and this regional library serves five counties and numerous county branches. I think we will be classified as general public patrons with emphasis on rural and not very affluent rural. And the people are about the same as would be found anywhere in the southwest except we do not have many blacks, no foreign language barriers and only a few of what might be referred to as big business firms. We are heavily weighted with the elderly and the poor. It is these people that our library must serve and I think they would not be unlike the overwhelming majority of American communities. I'm sure their needs as well as those as researchers and arts businessmen and government planners and I would really say more important for the fewer technological users already have the benefit of tax-free foundations which in a form is federal support and they have fine academic libraries of large universities and many corporation libraries and research and information centers. Certainly I think some tax dollars should be spent for these larger industrial units, but the general public user has only a small local tax and some state aid.

In our area, we would not have any of the facilities nor the service which we have had it not been for federal support. We would still have some very old, very musty rooms in the corner of an old courthouse with few books and token services. We cannot maintain our present service or institute better services unless we continue to get help from federal revenues. Perhaps some of the help should be in the form of incentive, but at least in our area local funds are limited and will remain limited for some time because we don't have large business. And truly our nation has got to have, as you people know better than I, technological and business and government areas and they must have their information if we are to survive as a nation. But it seems to me that in a democracy, we cannot sacrifice for these few who maybe get it, all of the people who desperately need to improve the quality of their lives. We have less and less, I think, people are becoming disillusioned or whatever you might call it with public processes and we must educate them. We must get our people. The big bottom base of the poor and all of these people into active public life, and I think the library can do it. Because no amount of government spending is going to help these people until they can get the knowledge that they need and get it for themselves. The need for some basic reading skills has brought national attention, but one of the important findings of two assessment programs has not had as much recognition. It was reported in last month's Reader's Digest that homes where interesting literary materials were available played a major role in a child achieving a level of literacy acceptable in modern life. And if that is a valid assumption and nobody refutes it, we cannot afford to see that such materials are not made available to every citizen of the United States, no matter how isolated or how old they are or what language they speak, they must have it. Coloring or politics nor geography should be allowed to let pockets of illiteracy remain. The only way we can get rid of it is through federal support for their local level.

And then one of the things on your agenda was public relations and I think today we have had people that have touched on this. The need for cooperation between public schools and public libraries. And I know from personal experience some of the problems, because I was a school librarian, a teacher librarian, and I have served as a trustee. School librarians sometimes are jealous of public librarians because they have a freer schedule and they have more money for books, and this has been true. But federal money under Title II has reduced this and now the public school librarians are having more money with which to buy books and materials. And it seems that schools are the place that we are going to have to teach the use of the books. And if we can get the public librarian and school librarian to cooperate to where the public librarian might have some role in the school libraries, then we could carry over because we are creatures of habit. And if school children get the idea that schools are a place where the teacher tells you you must go, that is not where libraries are for. Libraries should be a place where you want to go for information and not because youhave to go. School libraries are usually closed all summers and this has always seemed to be such a waste. In isolated areas such as the one in which I live, public library is twenty something miles away and it seems imperative that we could keep our community school library open in the summer. Perhaps some incentive could be added to the federal program for school libraries to encourage the opening up of school libraries at least once a week at night and at least two afternoons in the summer, so not just for school patrons but for everybody. And then the public library could certainly help supplement book stocks and serve in an advisory position for the school library in what adults books they may have through the summer. Schools do not now have the money for extra staff, but this again could be a problem that could be worked out. The program might not be needed in urban areas or small towns that have a public library, but in so many of the communities, there is no public library but yet there is a school. And another special idea, I think public relations for library has to do with selection of trustees. They are usually appointed by political figures and are seldom selected because they are interested in library service. More needs to be demanded of them, and I am a trustee so I can talk about them. More needs to be demanded of the public library trustees. It is they who are responsible for the program, and it is they who are responsible for spending the money, and they should be made to be held accountable for it. and to really try to do the best job possible. We need workshops. In a growing list of communities, we do have community colleges and under the continuing education program that is going forward now, perhaps we could even have some classes in dealing with trustee training. They do need training. Patrons sometime do not even know who the person is in their community that is the trustee. They don't know who to contact.

Our library serves five counties, and that is a large area. I think our personnel is doing a great job, but they could do a better job if they had bigger book budget and more staff. We run two bookmobiles. We serve hospitals, rest homes, all sorts of this kind of thing in that five counties and the staff does spread themselves thin.

I asked our librarian how long it would take on an average to get a book on an interlibrary loan from Little Rock, and she said about 72 hours. But this could be speeded up if at the state level they had more people to work directly on this problem. And then I think non-books, nobody has mentioned non-book materials, and I think they will become more and more important even in small libraries.

Under Title II of the federal program, a lot of libraries bought slides and records and transparencies for use, and people have learned to use them. And our young adults now come into the public libraries and they expect this kind of thing. And certainly in our area we might need more microfilm. And then when it comes to paying for these services, I think public libraries should occupy equal status with other programs and I think it should become more and more evident that even public schools cannot function efficiently, I say they haven't done it and I say that because I have been a teacher, without federal aid. And I think that libraries should be recognized fully as highways or dams or mass transits or other programs that we have come to accept as responsibility of the federal government. As our workweek gets shorter we will have more leisure time and the quality of living in America will depend on what the people do with that leisure time. And if we are not going to just let them become more hynotized by television, then certainly we need more programs and varied programs to make literary materials available. I think it would be beneficial for them to have it.

If the Commission would permit a personal reference, because I would like to offer my own family as an example of who should pay for it. My husband and I taught school in Arkansas and we came there when school teachers were getting $75 a month. My husband was a superintendent at 1500 a year. We had four children. If they were mine, they were fairly bright. And they were fortunate in that we knew the value of reading material. But they were more fortunate in the fact that I made some public library friends and they saw that we had all of the literary material that was available to them, and my children had it. And they became highly professional people out in this world. We could in no way have paid for the materials that those children used. And someone said this morning that you never know from what background somebody important is going to come. Well, this is true. It could come, because it came from this very common, ordinary home. And we do have some very highly professional people out in the field.

MRS. MOORE: Tell them what your children are doing.

MRS. LOWE: Well, my oldest daughter is a chemist at New Orleans University, and last year -- a nuclear chemist. And last year she received an award for being the outstanding woman chemist. My next daughter is a pediatrician in the city of Texarkana. My next daughter directs research for Texas Woman's University in Denton, Texas, and my son is director of a Job Corps Center in Illinois. And they are doing a fine job.

And I am serious in saying that public libraries helped. We could not have afforded the sort of background that those children had. But I did have some good friends. And the last point that I had on the little slip that I was given was the federal or influence of the public libraries, some people said something this morning that perhaps people feared that the federal government was goint to take over. Well, I doubt that, but I do think that if the federal government gives money to any program, then certainly they have the right to set up some manner of distribution, some qualifications as to who should get it. Now this might be a good thing. I was really shocked when somebody said that only the big cities in one state had elementary libraries. Well, now, if the federal government would set up some standards and put up some distribution formula then it would be helpful. But in our particular state, I would hope that that distribution formula and those standards would be handed down to our state commission because we have had, I think, one of the most favorable library commissions in the United States. Arkansas is not all that far behind. We are far behind in support of education, but we are not that far behind in libraries. And it is because we have had a marvelous state organization. Those people know the needs of the state and they can take the federal regulations and the federal distribution and work it out for the benefit of their state because they know it. And I have not seen a fairer distribution of funds anywhere than has been done in the library commission in Arkansas. There has not been a scandal. I don't think there has been any complaints, not from the legislature and not from the librarians and not from the public as to how that money has been spent. Because they certainly have spent it well. I thank you people for letting just an ordinary person, but I am interested, and I have always been interested in books and things, and I think it is the salvation for our country. We have got to get the level of the lower class of people up and the only way to do it is through education beginning in the schools. I might tell you that our library has the right to read program, and I am very interested in this. It is one of the best things we have done in the way of public relations for our library. I did tell a group and I would like to tell you people that we were discussing these people who could not read, and I said that this is all find and everybody here is concerned, and we are going to try to do it, but the biggest disgrace will be that if in 20 years from now another group is sitting around at table, you know, trying to figure out what they are going to do about adult illiteracy. Don't you think so?

MRS. MOORE: Wait a minute. I may have a question.

MRS. WU: I understand you have a very superb state library commission, and you said you are a little bit far behind in education. I would like to know whether all your state, all your schools have libraries.

MRS. LOWE: I would suspect that all of the secondary schools have some sort of token library. I would not say that all the schools in Arkansas -- the secondary schools have good libraries. There are a few schools who have good elementary libraries, but again, most of them have room collections. The school library is lagging behind.

MRS. WU: Has the state library commission pushed this kind of --

MRS. LOWE: Our state library commission

for many, many years employed a secondary librarian consultant, and there has never been one on the payroll of the State Department of Education. Correct me if I'm wrong, Mrs. Moore.

MRS. MOORE: That is right.

MRS. LOWE: They were the one that gave the push, and it should be sometimes from the other side, because the other side had the money and the library commission could only advise and help. They could not force regulations.

MRS. WU: Does your state government have any stipulations to mandate the schools to have libraries?

MRS. LOWE: No, not as such. If you are in the North Central Associated School, they do have -- your library has to have so many hours and you have to have fairly adequate libraries. But for the other schools as such, no.

MRS. MOORE: Let me make a correction in that. On the State Department of Education, it requires school libraries for accreditation and practically all the schools in Arkansas are A classification.

MRS. LOWE: But the qualifications are very low, Mrs. Moore, something like six hours or nine hours.

MRS. MOORE: You are talking about the librarians, but I am talking about the collections. They do have to have them.

MRS. LOWE: But the collection has improved tremendously I would say in the school libraries in the state of Arkansas under Title II.

MRS. MOORE: Any other questions? If not, we thank you very much for coming. Next we have Mrs. John F. Pendergrass, who is a trustee of the Arkansas Regional Library System. There are three trustees here this morning.

MRS. PENDERGRASS: I feel that all I can do is maybe offer myself as being from the smallest town that a trustee has come from to meet with you. And maybe the smallest library. I would like to point out some of the needs that I see. I am honored to be here today to speak in the public hour because regardless of the minuteness I feel I am public. I represent the public. And anything I can say about libraries and information services is only relative to my experience, which is limited. I am of rural America. I represent children in the summer and after school and the housewife and the small businessman and the college student who commutes and the elderly or the retired people, because those are the people who use our libraries at home and I am sure it is typical of the use that many, many libraries have across the nation. In time specific federal funding, and I believe it is called categorical grants, we have seen new library building constructed and materials improved and numbers of books increased. We became very fearful of this position and these accomplishments continuing at the time of the federal cutbacks. Recently my attention has been called to the Commission's proposal for the national program. This, I feel concerned about because of the basic needs that have not been met by library services in the area that I feel I represent. The program you propose sounds lofty and terribly expensive, and it sounds like it's geared for the mighty and the United States is mighty, and I understand that. Technology is something that we must learn to use in the situation I come from. But I don't know for sure that we are ready for it, and I don't want you to let technology outrun our people. Now then, Mrs. Lowe has said or pretty well stated our position, and I feel that my contribution here today can be as Mrs. John Q. Public and a younger trustee with less experience who has just been a simple library user for several years. And if you have anything to ask me, I would like to answer in those regards. I am here today also to say that the deficiency in current services on the local level must be met first in my opinion. A lot of libraries are still crowded and understaffed. The staff is underpaid, and I feel that this is a very basic and crucial problem that we have in the type library that I represent. As Mrs. Lowe and others have stated, this is going to be a continuing problem and any help that the Commission can see in the offering, I think would be important.

MRS. MOORE: You didn't mention the size of town you came from.

MRS. PENDERGRASS: I come from a town of 1500, and I live out of town.

MRS. MOORE: We have some questions over here. Mr. Casey first.

MR. CASEY: We very much appreciate the views you are expressing, because you are representing the thousands and thousands of public libraries throughout the country. Can you tell me why it is difficult to receive enthusiastic, generous, natural support from local sources? Why is it that these local taxing authorities seem so reluctant to serve such a beneficial institution in the country such as a library? So many times they say that you get very little local support and it has to be federal. Why can't we generate more enthusiasm on the part of our local municipalities to support our libraries more generously?

MRS. PENDERGRASS: I feel like sometimes people don't care. It is hard to generate this effort from people that don't care. Maybe our communications are bad on the local level, person to person. And then I feel sometimes, too, that in small places people are smaller and familiarity breeds contempt and selfishness in a lot of ways. I'm not throwing any daggers at small towns because they are wonderful places too, but I hope that you understand what I mean. I might also mention that I am a minor county official. And I have seen the revenue money come in and was given to streets, which were needed badly. And you know, for streets and sewers works and improved water systems and that sort of thing, those needs are so basic, even more basic some people feel, than libraries. And I think it didn't take but about 15 minutes in our area for that money to be gone. And then it was awfully difficult to reclaim any part of it. Our regional librarian, and I may be telling you something she doesn't want me to tell you, had to meet with 20 different groups to obtain some revenue sharing money back for the regional library which came down to the local library. And it is rough, it is really rougher than a lot of people have ever dreamed.

MR. LERNER: Let me ask you to dream a little. Let's say you did have all the money you needed and let's say you did have the staff you needed. If you had all of that, how would your library be different and what would you do?

MRS. PENDERGRASS: Well, first of all we wouldn't waste the money because --

MR. LORENZ: No. I assumed that.

MRS. PENDERGRASS: All right. I think it could go directly into good use. I think perhaps the community library program could be instigated where the school librarian and the public library could be combined. That is a new thought, and I understand there is new funding available for that sort of thing. Don't think we are not going to look into it. But we also need people, and we think we have that within our region, people write these programs for us. We are not --

MR. LERNER: No. I am saying if you had all the money you needed, what would you do with it?

MRS. PENDERGRASS: Have you asked anyone else that today?

MR. LERNER: No.

MRS. PENDERGRASS: Well, I think we would have books and personnel and public relations, and I think we would try to reach people who are not being reached, and we would have time if we had more people and have more time because people are time.

MRS. MOORE: Colonel Aines was next.

MR. AINES: I hesitate to say this for the record, but I guess I will anyway. We thought Bessie Moore was unique. I can see she is young, but there also younger Bessie Moores in the state of Arkansas which makes me very happy, because we love Bessie.

MRS. PENDERGRASS: Thank you for both of us.

MR. AINES: I would like to ask you a question that deals with personalized services for the kind of people you would like to support. I will follow up on Mr. Lerner's question. Suppose you had those funds, you know, the reaction of people to libraries and some of it is rather negative, they are spoiled and lazy and they have all of the human virtues that I have in abundance, what could be done in the pocket, I think you referred to earlier, the pocket, I don't think it was ignorance, but I think you referred to it or somebody did, where there were (speaker not using mike, and two words were inaudible) that needed special attention, what would you do if you could undertake programs that would seek to personalize services for the kind of people you know who need it?

MRS. PENDERGRASS: All right. I may go around a bit before I answer that. But the people we deal with that I see day to day have a great deal of respect for higher authority. As I said, familiarity, knowledge of your neighbor, that sort of thing. It is not too good in small places sometimes. So I think if we had to help and guidelines offered through the state and through the region as we have it and all, that these needs could be better made. And I think that is where it will have to come. Does that answer your question?

MR. AINES: Well, would you provide, let us say the equivalence of the Agricultural Extension Services for people going right into their homes?

MRS. PENDERGRASS: Somewhat, yes. I liked that when it was referred to before this morning. I thought that was a good analogy that could be applied.

MRS. MOORE: Mr. Cuadra?

MR. CUADRA: In some ways, libraries have the same problems as businesses, have a certain kind of products or line or service that they try to get people to use. And when businesses find that people don't buy their product, they go out of business and close up, and a good product stays in business. I am kind of curious as to what you would think would happen if the 1500 people in your town had been asked to vote on library versus street versus the other things that your city government or local government voted on in allocating these funds. Would the citizens have supported the library or the streets?

MRS. PENDERGRASS: I'm not too good on political predictions. But I do feel that I think I should also say that we have the same librarians that we had when the American Legion in our town began the library program there. That was long before the region association and that sort of thing. This has been operated somewhat like a business. We have a good manager. We have remained small in a way, because of some limitations that are personality. But we have a good image, and I think perhaps during the life and working days of this particular lady, it might have met with success. We are going to have to have good personalities in libraries from now on, but to get these good personalities, we are going to have to have the money to pay for the time and training that these people have in order to stay on this job or take this job. And we will always be small. We are sort of like the bedroom for Fort Smith, do you know where Fort Smith is. It is the largest town nearby, and we are 25 miles away from it. I think yes, we could gain some support, but I do know it was one of those difficult things I have ever done when I went to the city council for a very few dollars. However, they gave it to us. Of the revenue sharing money, I mean.

MRS. MOORE: How much did you get?

MRS. PENDERGRASS: I'm ashamed to say. I believe it was $300.

MRS. MOORE: That is more than a lot of other places got. Incidentally, I would like to say that Mrs. Pendergrass represents the home of the governor. The governor's home is Charleston.

MRS. PENDERGRASS: And he is grass roots, too.

MR. AINES: Does he like libraries?

MRS. PENDERGRASS: Yes, he does. He is a lot like Mrs. Lowe's children. He is our shining star.

MRS. MOORE: We thank you very much for coming, Mrs. Pendergrass.

MRS. PENDERGRASS: Thank you very much.

MR. BURKHARDT: I will take over again and give you a chance to eat some lunch.

MRS. FRANCES SMITH: I would like to present testimony in behalf of the Art Library Society, Texas Chapter. I will refer to the organization throughout as ARLIS Texas. This society is the local chapter of the national organization Art Library Society of America.

We, the member of the Texas Chapter of Art Library Society in North America hardly endorse the comments which Dr. Wilford Price, librarian of the Fine Arts Library of Harvard University, has already presented to the National Commission on Library and Information Science. However, some problems of art libraries in our Southwestern part of the country differ greatly from those in other areas. Our problems are not so much costly duplication and competition as lack of holding and art materials. There is no major library for art in the area. Holdings are scattered among libraries of vastly differing and political and economic basis including public libraries, public and private colleges and universities and public and private museums. We must coordinate and cooperate in order to serve our clientele even adequately much less well. One very desirable project leading to better service would be an inventory of holding of all art materials in whatever form.

ARLIS Texas began compiling in September of 1973 a union list of art periodicals in Texas. Done without the aid of computer, the periodical list for the Houston and Dallas, Fort Worth areas are nearing completion and the number of titles not held by any library is apalling. Such scarcities are obviously not a problem in the art powerhouse libraries of the northeast. With projects like this one, the Art Library Society of Texas is beginning to make progress towards the cooperation that all its members sees as viable, but we don't have the power politically or economically to do the best job possible. Art is unfortunately a low priority item.

The art library in whatever institution, but especially in public and academic situations, often has the lowest budgets both for materials and staff. Helping to change attitudes towards the need for art information is one of our jobs, and perhaps not that of the National Commission. But art libraries must not be passed over in the National Commission's plan. The fact that according to its annual report, none of the members of the National Commission deal directly with art materials is not lost to the art library society of Texas. We are all too aware that we have no strong framework in which to coordinate our information resources. ARLIS Texas, a group of individuals interested in art librarianship cannot afford the sophisticated systems necessary to truly analyze our collections for their strengths and weaknesses on either a Texas-wide or Southwest region-wide scale.

Our progress towards cooperation must therefore be slow and piecemeal and is further complicated by the vast distances between our art libraries. What we need is basic to what all libraries need from the Commission. We need regional representation on a permanent basis. The National Commission should develop into a network of regional offices with adequate professional staff to represent the information needs of that region to HEW or whatever parent organization or independent national office in Washington, D.C. would be applicable. It is important that the needs of art information users and libraries be represented at such a regional level, if not by a permanent staff specialist, at least by strong channels of communication with regional art library society chapters and/or consultation with professionals who provide art information to those who need it.

In summary, ARLIS or Art Library Society of Texas submits that there will be no subsidy progress made towards making information equally available to all unless regional problems and ideas are listened to on a permanent basis and unless the top level agency in the federal government designated or created to develop a guide and lead the nation's effort to coordinate its library and information services has permanent input from the various regions by active regional offices with their fingers to the pulse of their areas.

If that kind of permanent line of communication is established, you can be assured that those of us representing art libraries and their users will not be shy about coming forward with our specific problems and needs. This testimony was prepared by Shelby Miller, who is art librarian at Rice University in Houston and Jim Galloway, Bishop College, Dallas, assistant librarian, and Lowell Parr, librarian from Fort Worth Art Museum, and Betty O'Dell, assistant to the librarian, the art library at Rice University. It has been presented by Frances Smith, and I am Fine Arts Library at the San Antonio Public Library.

MR. BURKHARDT: Thank you. I think your notion of our having regional offices conveying the needs of various regions to us up in Washington is a very nice one to dream about, but with a budget of $400,000, I'm afraid we will not be able to set up very much of those. Maybe the day will come. Mr. Becker, did you have a question?

MR. BECKER: Yes, please.

MR. BURKHARDT: Use the mike.

MR. BECKER: To what extent has the national endowment for the Arts taken an interest in art libraries thus far?

MRS. SMITH: To my knowledge there has been no commitment. However, I could not say definitely on that score, because I have not researched it. This is a fairly new organization. The Texas Chapter was organized a year ago last April, I believe, a year ago in March. So it is a new organization and we had a meeting here on March the 30th of this year where we met at the Daughters of the Republic Library. It was about 30 in attendance from throughout the state.

MR. BURKHARDT: You are an organization of art libraries, per se?

MRS. SMITH: That is right.

MR. BURKHARDT: What about the art collection in public libraries and school libraries?

MRS. SMITH: Well, I represent public libraries.

MR. BURKHARDT: You do?

MRS. SMITH: These others are from -- there are some others from a public libraries, but there are university museums and all types of art libraries. That is one of the things, of course, that is brought out is that the art library is usually the low item and public libraries are otherwise, but I must say the San Antonio Public Library has a fantastic art library, we feel. There is always room for improvement. But we have a very fine one. However, we need to be aware of the holdings of other libraries throughout the state, and this is our problem. Our state is so large. We do not have the communication, and we need to have representation to be sure there is some initiative, some force that is guiding the overall of the region.

MR. BURKHARDT: Andy?

MR. AINES: I seem to recollect that Smithsonian Institute had talked about the possibility of a national network in this area. And I think they did have some programs going up in the northeast, at least where they were convening and bringing groups together for this purpose. I don't know how much success they have had, frankly, or how close we are to at least an embryonic national system in this area. But has any of that information or programs in other parts of the country seeking to create networks and data banks come to Texas?

MRS. SMITH: There was mention of that at our recent meeting. It seems that that is one of the problems. We feel that in the northeast they do have more cooperation, as there is a closer tie there. They do not have the vast distances between the organizations. They do have communications and some of our members did attend a national meeting of the Art Library Society, which was held in the East. And there will be another one held in Nova Scotia in the near future. And this will include art librarians from all areas of the United States.

MR. BURKHARDT: Mr. Lerner?

MR. LERNER: As an art collector, I know some of the problems you have. I was looking for a certain work, and I eventually had to write to Germany for it. This was from somebody in the Chicago area which has a number of libraries. So I know your problems. Can you tell us what, if there are art libraries collecting in certain different areas or in the Southwest, for example, in Texas art and others on a very broad basis for example contemporary art, is there some specializing or are many of your libraries duplicating collections in the field of art?

MRS. SMITH: We would duplicate extensively. There is no question about that. However, in the Fort Worth-Dallas area, you would probably find a larger collection of information dealing specifically with Texas, specifically with the Carter collection there on Western Art. And as far as our library is concerned, we are interested in all things of Texas. And what I would like to see in the near future would be a program set up with a video tape local artist that would be artists throughout the country and there would be something that would be useful to all libraries, if one particular area could take on such a project, this could be material that would be acquired by other libraries that could be interchanged.

MR. VELDE: I was wondering is the American Museum Association doing anything to promote and get art libraries together?

MRS. SMITH: Not that I am aware of. Public libraries, of course, do not have the same situation that private libraries have. Private art libraries or museum libraries or university libraries. Our problems, of course, are to meet the overall needs of the general public, and contrary to popular belief, there is a tremendous interest in art and there is a need for art because it is basic to everyday life.

MR. BURKHARDT: Thank you very much.

MRS. SMITH: Thank you.

MR. BURKHARDT: The next witness is Katharine Keathley, of the Arkansas River Valley Regional Library Systems.

MRS. KEATHLEY: I think I would like to speak to you from the point of professional exhaustion. And I am really serious about this. And you have heard two of my trustees and maybe one of the best things about my library program is that I have fine trustees and have a fine staff and I just simply couldn't throw in the towel and let them down, particularly when I had worked with Bessie Moore years ago to get a regional library system from our own home areas where I live, and the going has really been rough. About six days before the end of the fiscal year, I thought we might really have to close the regional library at Darnell. My life had really gone into this library, maybe too much of my life had gone into it. I invite you to come to see it now, because things are looking up and it is very beautiful.

We have 11 libraries in this system, and all of them are bright and beautiful and stocked with the best in childrens' books and the best in reference books. Not in great quantities, but what we have is fine and we have great variety of services and it is in one of the most wonderfully beautiful areas in America. It really is. Arkansas River Valley area. But when you have eight employees, and you think you are going to have to dismiss four of them and you say now which four can I do without, you have two bookmobiles and you can't run two bookmobiles without four employees. And you say you have 180 bookmobile stops and you say now which people do I cut off these routes, what do I cut out? So you just keep fighting the battle and it is a real battle. You have to find a key person in the community to get to the county judge or to get to the mayor. And I have got two key people with me back here, and I had some other key people.

I had a real fine board chairman who sat by his own county judge at a meeting and they were trying to fund this library program, and he said, "Now Harold, all my money is earmarked". And he said, "You can just unearmark it." And he said, "I just can't unearmark it, it is settled and it cost me $400 more to get this court back in session." I was panic-stricken, and the meeting broke up and everybody went home. I talked to Mrs. Lowe and she said quit worrying, they won't be mad at Harold long. Well, pretty soon they got back together on this. But this situation was repeated as Paul Pendergrass told you I worked with over 20 agencies of the government, but before that, though, I had worked with 20 budget committees. And I had to sit with some of my friends who were pleading for a new fire truck. And I tell you, out in the country where I live, a fire truck is real important. And I think you need to know how we live out there.

My husband is a college graduate. He operates a farm. He has served 22 years on the volunteer fire department, and I don't know how many times he has come in with ruined clothes, fighting to save a family's home. And he has carried out a few dead people. Well, I tell you what they need a fire truck. Well, these are things, we need hospitals and we need roads and we need sewers. But we are moving ahead.

Now, then, I want to talk to you about how our people have responded to buildings. We have really raised money for a beautiful library building. And the little town where I live is less than a thousand people. They raised matching money quickly and when some other town defaulted, they went to work and got the money for the building. Just recently --

MRS. MOORE: That is the LSCA Title II?

MRS. KEATHLEY: Yes. Just recently we learned we could get some money for two towns in my area that would qualify. One town of 2500 people. I went over and talked to these people and said this is a very short time. And a very alert banker there, Mr. Mitchell, you know him, he said you just write them and tell them that we have the money. And I said, Mr. Mitchell, you don't have the money and you will have to raise it. He said we will raise it. And so they went to work and they raised it. This is the way they raise their matching money. They had pie suppers, they had chicken suppers, they had a musical and one young man donated his beard. He really hated to. But some of his friends said what are you going to do, would you sell your beard and he said, well, for a price. It was a beautiful red beard. So they had this program, and they auctioned off his beard. And they had the barbers there and they shaved him on the spot. So they all had a good time, and they are going to have a real nice library in Adkins, Arkansas. So we live out in an area where we need books. One third of our people are functionally illiterate and we have some mighty well qualified successful people. We have some of the best doctors and some of the best lawyers and the best farmers and all that sort of people. But we have done about all we can do for ourselves when we match the money for these buildings and we have a mill tax and we are struggling along and some librarians make $250 a month. Now something has to give. In my regional program, the highest salary there is $8800 a year. The school librarians make more than some of my people make. And I am eager to do something about my staff.

When you said if you had all the money that you would like, I would like to pay our people. I would like to pay this Mrs. Bond, who is the librarian at Charleston. Now Charleston is a wonderful, wonderful town. Great cultural in that town. So these are the things that I wanted to tell you about.

I would like to invite you to come to see us and to see what we have done in Arkansas. I don't want to -- I think the political process is abrasive. This wears you down. This keeps you awake at night. You can hardly stand it. I can hardly stand to go in a county judge's office and talk to him about this when I know he is not for me, and I don't vote in his county, you see. And then before I get through, he says now, this is worrying you so, I think that you better get you another job. Well, it has worried me so. And it has worried all of our trustees, and I would like to give you just one instance of how people lose their temper, and I think you should know this. We had a very fine board in one of our counties. One of these trustees had attended American Library Association meetings for years and was very well-versed in what a library needed. Last June the county judge, who also appoints trustees in Arkansas, said I can't help you, you didn't ask me in time. But you put your request in writing to me well before November and I will help you. And we thought that he would. And we went ahead and operated and the board chairman then wrote him a letter asking him for $10,000. This was to help two branch libraries and to pay for books mobile service and buy books. This upset that judge so that he just terminated the terms of office of three trustees. And he could do this, because he had let their terms of office run out. Well, he got over this, and I think he was a little ashamed of himself, but it was all done. And he has appointed three more trustees. They are saying yes, we want to be a part of the regional system and don't kick us out, please keep us in here and help us. So these are things, you see, when you get into revenue sharing and fighting for the money and one thing that Paula Pendergrass said too about revenue sharing is that it lets you go to pot. Maybe you can get the money. I was told that we got as much money as anyone over Arkansas. In fact, probably better. We got enough to run on. And we got enough money for a new building. But we didn't have to do anything except to know the right person and keep putting pressure on to get the money. So I think this speaks to every standard having a state agency. I can always say the library commission requires a qualified librarian or the library commission requires certain standards must be met. So one of the things about revenue sharing is it says that the option of local government, at the option. So I would like to speak again to the need for categorical name grants for libraries that we have worked hard to get.

MR. BURKHARDT: Thank you. Any questions?

MRS. MOORE: She called me one day and said I would like to comment on this. She said after going to 20 different bodies to try to get revenue sharing money, she had used all of her energies and had neglect really running a library program in order to be able to find the categorical aid. And another thing she didn't mention that might be added right here is that in one county we have a county government who will give you, let's say, $12,000 and the next county government says we will give you $300. Then the fellow who gave you $12,000 says well, if that is all they are going to give, we are not going to give any money. So you have conflicts constantly. And the point that

I would like to make here to help Katharine make, I think she has made it well, but I want to express it, is the fact that the current revenue sharing program destroys systems. It won't build systems, it destroys them just as if it keeps on it will eventually destroy this one she is in.

MRS. KEATHLEY: What the senator said this morning about this stop and go business will kill you, this uncertainty of funding and people not knowing where they are going, well people have to know where they are going.

MR. BURKHARDT: Any others?

MR. LERNER: My real question is, what are your alternatives today? You can depend just so much on the property tax and there is a constitutional limit on how much you can tax, and you are obviously at that limit already. So what are you and the other librarians and people all over the country to look forward to in terms of funding eventually? You can fight so much for revenue sharing and even in a couple of years, that will be eliminated obviously. Because it is not successful. So where are you going to go? Where are a lot of libraries going to go? This thing really concerns us. What is going to happen looking into the future?

MRS. KEATHLEY: Well, if I thought everything would eventually turn out all right, I wouldn't worry about it and I wouldn't be here today. But I felt this thing was very important for you to hear from us from where we live, and I was so pleased that we could come. Because I think we are going to have to close the doors if we do not get some federal aid, some name grants back for libraries. And it is going to have to be on the basis that we will know that we can get it. It cannot be impounded one month and then released the next month. And I think that we would like to show you the great services that we have at our state agencies. We need to have strong supports for state agencies.

Now we are not just putting on -- we are not putting all of our hopes in federal government. I am meeting Friday with Mr. Cox in Little Rock with other people for the legislative committee meeting getting ready to ask our state legislature in January for increased state aid, which we think we will get some increased state aid. And we have tried everything. We have tried the National Endowment of Arts. We have tried the Right to Read, and have gotten some money for this in helping people to read. So we have tapped about every source we can tap. Did I answer your question?

MR. LORENZ: Yes.

MR. BURKHARDT: Mr. Aines?

MR. AINES: What would happen if you don't get the funds? Putting it another way, what have you been able to accomplish with the funds you have had that could be so stated that the loss of that capability would be a disaster for your area?

MRS. KEATHLEY: If we lose these funds, we would necessarily, number one, have to eliminate 180 bookmobile stops and we would have to eliminate four salaries. I doubt if we would have a regional program at all. I really think it would probably go back to some sort of little one-county operation.

I would try to hold it together until I could see, you know, what the potential might be. But I cannot see running the program that we have with four employees. And I will not just keep fighting the battle forever. I really don't --

MR. AINES: Let me put the question a little bit different. What you have done has beautifully delineated the problems you have in maintaining this craft that you have on a stormy sea. Now obviously, the whole purpose is to serve people. It is not to serve the library community. Now what would happen to people who are being served quite apart from the problems you have in maintaining that operation?

MRS. KEATHLEY: Well, this is the thing, you see, that really concerns me is that those people would be without service. I could eliminate that if I thought those people could get in. I would have to eliminate service to the nursing homes, and those people certainly cannot come in.

We cannot depend upon volunteers for that kind of service. Most of the people in my area work. There are very few people in my area that do not work. It takes both man and wife to make a living for the family. And a lot of children would go unserved. They are left out in an area maybe with grandmothers, babies and older sisters and brothers. We would just collapse, and these people would go unserved. And there is no way we can mail these books. When you talk about mailing them out to isolated areas, this takes out a lot of the flavor. And it would be a hopeless situation.

MR. BURKHARDT: Thank you, Mrs. Keathley. It was good to have you, and I'm sure you can depend upon Mrs. Moore to keep your message alive as far as our Commission is concerned.

MRS. KEATHLEY: We are depending on her for a long time.

MR. BURKHARDT: Is Mrs. William Phelps here?

MRS. PHELPS: Yes.

MR. BURKHARDT: You are from Lake Charles, Louisiana?

MRS. PHELPS: That is right, sir. By way of identification, three weeks ago I attended the State Library Association meeting and whenever I would sign my name in front of educational displays, all I could say was taxpayer. I am not a librarian, and I am not a trustee. I am a parent and a housewife. I was asked to come over here and speak because several years ago I gave my comments on what library services were in my community. That is what I am talking on. Lake Charles, Louisiana is in the Southwest corner of Louisiana adjacent to the Texas border. Lake Charles is the parish seat or county seat of about 72,000 people, and our parish has a hundred and fifty-thousand people. So we are a small area, and some of these Arkansas problems are similar to ours.

We know we have to have books and we know we have to service the people. But I feel as an active volunteer that our library services, whether they are academic or technical or public, do not tell their story to the people.

People don't know what is available. They do not get good publicity in the newspaper. Maybe that is our error. We don't know what is available. I had someone to say to me yesterday in San Antonio, I didn't know I could get information about manufacturers. I didn't know I could get brand names of products. I didn't know I could phone in and get population figures. In fact, one person said I didn't know I could call on the library for help. I thought I had to walk in.

Well, parking is a big problem even in the small communities. And libraries serve the people, but the people don't know how to get the service. So actually, in my notes and in listening to others, I think public relations and publicities with all the free commercials on TV, I think we have got to say things about our library.

I have been a volunteer with the Red Cross and the Boy Scouts and all sorts of things, and only once a day have I heard the word volunteer.

Why won't librarians use college-educated volunteers. A lot of these problems could be solved with volunteers.

For instance, the school library, the walk-in neighborhood library that the child can't use all summer. Why can't the P.T.A. have a volunteer to keep those things open. I think we are missing a bet. I'm not going to ask for money or mention money, but I feel, and I heard Dr. Robert Alvarez at the Californias that are familiar with, and he said librarians are what you, the professionals, bring to us the people. And I think that your commission, through its leadership or publicity, has to get across to the library graduate schools that a person is a librarian, and they are being paid by the taxpayer or by the foundation. They have an obligation.

People said to me when I spoke two years ago, I don't think they want me to come into the building. There aren't enough chairs when the high school people want to do research. The people act like you are imposing on them when you ask them something. I think the attitude of the service to the public has to be changed in some way. There are many good things about libraries, or I wouldn't be here supporting them or speaking for them.

I do think we have to tell the people what we have in our library program. Unfortunately, Louisiana may be the only state that had one parish vote down their public library, to close the doors. Why? Because the people didn't know what they were getting for the millage. I think we have got to tell the public what we are doing with that money, why we need that money and we don't do that.

For instance, I heard someone say they had been a trustee for many terms. I think that is a mistake in Lake Charles. We have people 35 years on the library board. Everytime I serve on a board, I go as a public relation -- I can go to the bridge table or some other dinner table and say do you know what is going on in our charity hospital? I have been out there this week, and I know. I think trustees shouldn't live their lifetime on that board. Five trustees who have run it for 35 years, I mean that is true, you are laughing, but that is it.

And two years ago I heard our trustees argue like it was their money. And I mean they weren't going to give us what we wanted. We don't have a branch in our Negro part of town. They couldn't find a place to put a building. I said I know real estate people, and I will find you a building.

I mean it is a funny attitude when the trustees or public servants, whether they are on a college level or foundation level, they are being paid by the other fellow. And yet they sure don't want to help the customer on that side of the fence.

It is a funny thing, but I feel that through your Commission, we have to work a little bit on attitude and I wrote down three headings. I wrote down attitude, availability, parking was right under that, and then publicity.

I feel that we have to promote libraries. But I heard this man at the library convention, he changed his bank because every teller was just kind of solemn looking. And if you go into a library and people say may I help you, what does your little boy need, but instead, go look over there or look in the card file. If you have never been told how to use a card file, how are you going to find it?

I think -- several people have said that we have to start with the schools. Get that child familiar because, of course, Louisiana is even lower than Mississippi on our reading level and education level. We have to work with the child who is in school, and through that child a parent would know about the library. We have projectors and we have films, and these families can bring a projector home for the weekend and look at films.

I worked with the voluntary nursery school, and for all our rainy days we borrowed a projector and had films. But people don't know that. And yet those same people, through millage, are providing it for me, because I found out it was there.

My parish does have a higher public relations person and she says the trustees wonder why they are spending money on you instead of books. Well, if she doesn't tell the people in the community that we have books and that we have sculptures and that we have records and that we have a lovely room where you may have meetings and show our films or we will show them for you, they won't come to our library. So that is the thing that I would like to see through, I guess, the graduate program and everything else. The libraries get behind and promote what they have. And they will get the money, I think. They will get the interest.

Bookmobiles are something that I brough up two years ago and a majority of the librarians are women. And I have a feeling that we don't -- we don't have one in our parish, and it is because she is afraid of a mechanical vehicle. Maybe if there was a man on the staff, he would say I don't mind running a truck and seeing about the maintenance. But I really had a feeling that she just didn't want to be bothered with an automobile that had books on it.

Because of the tires and everything else. That is a simple thing.

But someone has mentioned teamwork. I have done work with home demonstration people. I don't think you should go down the street and take books to a person's house, but I do think that through various programs, we can make people available to know that there are books on crafts and how to can and all of those things, where our reading level is so low.

I know that TV and radio have to give spots and there was the right to own a book program or some such thing that I have seen on TV. But gee whiz, once a week they can certainly say have you seen the exhibit at the library or did you know there are books on decoupage at your library. That is a ten-second spot. A volunteer could do that for your library.

As I said, I am an active volunteer and I feel that without volunteers, Red Cross couldn't exist. I think your libraries could go great way if you had people like that to help you.

Speakers Bureau; all libraries don't come out and tell organizations what are available. We do have a list of the new books and we have once-a-week TV Guide, and I will call up and say save me this one and this one and this one. But I don't think the general public even knows where we are getting new books.

Of course, another thing is the availability. Who can go to the library at 8:00 or 9:00 in the morning. It is at 9:00 at night when you are settled with all your books spread out that the light starts blinking or on Sunday afternoon when you would like to stay, maybe they close at 5:00. Well, maybe you have been to church and had Sunday dinner and get down there at 2:30, 5:00 isn't very long if you are digging in library books that you can't come home. I think that is part of attitude of the professionals. Make the books available when the people can come, not when their employees want to go to work. I think that is another thing.

And there is such rivalry. In our community, we have a college of 6,000 people and a downtown mail library and we have branch libraries, and I asked both of them before I came over here was there anything you wanted me to say, and in each year, well, the college library is closed during the holidays, and we have to provide books and space for all those people. And then the ones from outside of our parish that don't pay anything, they come and want to use our books. Well, I don't think that makes a bit of difference. In the general picture, we are all paying. But if you life in a little parish that doesn't have research books, why can't they use the ones in the more fortunate parishes.

So over and over again when I hear the need for federal money our underprivileged parishes can't provide it, and those people need it every bit as much. But oh, this interlibrary rivalry is so unfortunate.

In our own community, there have been certain federally provided programs in the summer for young people, or maybe even adults. Why couldn't those people keep school libraries open once or twice a week? I don't think you have to have a graduate librarian to let children check out the Bobsy Twins and bring them back a week later on their bicycle. I mean look at the thousands of books that are locked up all summer when children could read.

MR. BURKHARDT: Do you think the librarians would be opposed to that?

MRS. PHELPS: They aren't pulling for it for sure. But there again, there are plenty of mature women and mothers in the P.T.A. who could keep it open.

Our public school system has a recreation center right adjacent to it in many locations where there is a paid worker. She can't run over and open the library too, but I am saying that the children are there, and children are on the school grounds. Look at all the Little League Baseball teams that use the four corners of a school playground. Four afternoons a week, and those four mothers and daddies sitting in the hot sun. They could go check out a book to read to their younger children. I mean, we are wasting what we have. Poeple are asking for more money, but let's use some of the facilities that we have.

I had under here for promoting use of volunteers when I heard one of the ladies from Arkansas, she was a retired teacher. Surely those people could keep a library open for an hour, and the principal would let them use their building.

I have three children, and one of my problems was I wanted a boy helped, and oh no, we have to lock the building at 4:00. She can't even stay late and help your son. We have to lock the building. Well, there ought to be some way that maybe the library room could be the corner room so that they wouldn't go down the hall.

I just feel that we get our books in spite of obstacles just like the lady, she got her money in spite of everything else. This meeting I attended someone suggested the motto should be we try harder, and I think it should be, because there are so many ways that little things -- I feel that people are afraid of libraries because they don't know how to use a card index. They are afraid of the librarian because she rarely has a smile on her face. I think by working through these schools and taking little children to visit and taking the kindergarten group to visit or take the GAP Program, which is what our underprivilege is, I don't know what it is, the OEO Program, take those people to the library.

They all have little buses now that can take them to the doctor or the charity hospital, so take them into a library. But show them how to use it. They are afraid. They really are afraid. They don't want to admit that they don't know. That is why they are afraid. That is a fear big people have.

MR. BURKHARDT: Have you got any loose figures, any statistics to use in borrowing and so forth? I'm interested -- the burden of your message is that our facilities are under-utilized.

MRS. PHELPS: I feel that. Or certainly they are not reaching enough people. I have someone here from the Louisiana State Library, and she said the survey we had two years ago really didn't give us enough information about our non-users. But with our educational level as low as it is, I'm sure we have a great percentage than other populous -- so we have a transportation problem. We don't have a good public bus system that would even take you by our branches.

As I said, I have been pulling for the bookmobile all along, and I admire the lady that has a hundred and eighty stops. I believe Cameron Parish, which is the parish where the hurricane Audrey was 15 years ago, they had an experimental one. Whether they were able to maintain it with other funds, I don't know. But bringing a book to people who have no way of ever getting to the library certainly makes a friend. And as we know, it raises our educational level for every book you read.

MR. BURKHARDT: Any questions? Mr. Lorenz?

MR. LORENZ: Giving the fact that libraries do need more public relations, more promotions, and perhaps more use of volunteers, would you feel that such a campaign, such a promotion should be basically on the state and local level?

MRS. PHELPS: I do, because I'm a Texan by birth and I have lived in Louisiana for 22 years. We somehow feel that the rest of the world doesn't relate to us. I mean, our problems are so different. You heard Arkansas, and they are different. Even the commercials that are made in New York or Hollywood, they don't talk about people that live the way we do, I mean our average person.

So I feel strongly that a state program would do it, because our people do go -- we have nine state colleges and they move out of the parish a little bit further, maybe not too far, but maybe 50 miles. So that I think that would reach us and feature a different thing every month or every week. Because I know enough from what my volunteer work has been that the paper is glad to put in an article. Some people get paid by the inch. The more names used, the happier they are.

But you can't have the staff that you should without having volunteers. The trustees that are maybe such a limited group, there should be an advisory committee or something. You can get public support when they know your problem. And boy, if you keep it a secret, you don't get tax money or anything else.

But I don't think that the general public considers library their friends, in general, unfortunately.

MR. LORENZ: Does Louisiana use National Library Week publicity and promotion?

MRS. PHELPS: I have seen it at various times in various areas. It is coming up right now. Was it last week or this week?

MR. LORENZ: This week.

MRS. PHELPS: I believe there is one on school libraries too, isn't it?

MR. LORENZ: Yes.

MRS. PHELPS: I have seen that. Now is that material available for free, or does the local unit have to purchase it? Locally has to buy it?

MR. LORENZ: Sometimes the state agency purchased the material in quantities and distributes local libraries buy it.

MR. BURKHARDT: Any other questions?

MR. DUNLAP: As a practicing librarian,

I have to rise to my own defense.

MRS. PHELPS: Right. I'm sure you would.

MR. DUNLAP: The problem of getting publicity, good publicities in libraries is extremely difficult. I have wrestled with it a long time. News-people only want to write about man bites dog. They would love to write stories on books stolen from the library. And one works for the university information office, you work very hard in preparing the press releases, and you would be surprised how little coverage you get around this state. It is picked up in very, very few papers and it gets very little attention. So I finally just published my own newsletter. We prepare it and write it and send it out to the entire faculty and the students don't get it, but it is available. But that is the only way to explain to the people what we are doing. We do a great many things.

MRS. PHELPS: But you have made the effort to get the information out.

MR. DUNLAP: We did it ourselves because we couldn't succeed in getting any adequate coverage in the mass media.

MRS. PHELPS: Well now the other thing I have also used, because I sent out 22 boy scouts notices last week was those little weekly tiny little town newspapers that are published five or six or published by one printer in several different areas. They are always needing something to fill space. And those people read every word of the little hometown Herald or Gazette or whatever that is. So I mean I am saying there are ways if we could get our trustees or whoever it is.

You mention the academic world, one of the things that we have noticed too is faculty will give a research paper on books that don't exist. Over and over again they will have a topic on the library, and there is nothing on it. There should be more cooperation.. You don't give out a subject until you find out whether or not we in the library have resources for it.

I don't know how you interrelate with the academic world either, but that is public relations again.

MR. BURKHARDT: I do thank you very much, and I think we must now give a break to our reporter. He hasn't had a rest.

MRS. PHELPS: Thank you for letting me come.

MR. BURKHARDT: Let's recess and meet 20 minutes from now.

(Thereupon a 20-minute
(recess was taken.

MR. BURKHARDT: Mr. Stephen Juhas.

MR. JUHAS: Please forgive me for not

speaking in English but rather in the universal language in broken English.

I am Stephen Juhas, editor of Applied Mechanics Review at the Southwest Research Institute. AMI is published in New York by the American Society of Mechanical Engineers.

I sent my testimony, thank you for inviting me, too late. The reason was that I didn't get the idea of what to say. But better late than never.

What I'm thinking in connection with any public building or library, being an impatient man and also being in the abstract business, to know quickly when I get there what is this all about? What do I find there, what is the scope and so on. Quite a few libraries do have a description at the desk or at the circulation desk about the library. But they are quite a few who do not have any pamphlet or no description. Or if they have one, this is something hidden.

After my testimony was sent in, I found out there is a Z-39.10 standard of the American National Standard Institute which is a guide for preparation of library guides. This, however, emphasizes a longer description of the library. What I am proposing to the National Commission to make some kind of effort to encourage libraries that they should have a description which can be quite a short one in which the major elements of a library are given, such as name, the name of the organization, the scope of the collection, the services, hours when it is open and also which is very important, who can and who cannot use the library.

Now this, of course, is slightly in overlap of my statement what was said about public relations. But this is really not public relations. This is rather a description of what is available.

Also, Mr. Dunlap outlined that some libraries are publishing a newsletter. This is, I think, very important but I think that while they are overlapping, they fulfill a different function. I think the cost of making a one-sheet pamphlet which can be folded or which may also be a road map to the library and the floor plans is described is very small compared to the usefulness of such a publication. And would really enhance the value of the library and its services. Thank you very much.

MR. BURKHARDT: Thank you. Has anyone got a question?

MRS. SCOTT: Would you care to discuss the program of the Applied Mechanics Review?

MR. JUHAS: I can speak one day to ten days. How many seconds, Mr. Chairman, do you give me?

MR. BURKHARDT: Two minutes.

MR. JUHAS: Thank you. Applied Mechanics Reviews is an international critical review journal which started in 1948 after the defunct Germa (inaudible) had to be replaced. It was started by Office of Naval Research. Basically it is telling to the workers in the broad field of mechanics what is going on in the field of technology. It is done in form of critical reviews. These critical reviews originate from the output of one thousand journals and some, what we get regularly, and some 500 books yearly. We have a corps of 2,200 reviewers throughout the whole world. Half of them are abroad, some in the U.S.S.R. and some in the United States who are evaluating the publications critically and unlike chemical abstracts, it puts its value in proper perspective.

Also, it is selective in the primary material. Applied Mechanics Review is published in 12 monthly issues, and it has an annual index totaling 2,000 pages per year. It is mostly used by librarians as a subscribers, but of course, engineers and scientists throughout the world make great use of it.

MR. BURKHARDT: Thank you very much.

MR. JUHAS: Thank you very much.

MR. BURKHARDT: Would you kindly introduce yourself?

MRS. BURNS: I am Dorothy Burns, the librarian of the public library in Seguin, not very large town and not too far from here. I took advantage of the opportunity to come. I didn't really expect to talk, so I thank you very much.

MR. BURKHARDT: Okay.

MRS. BURNS: I did have one question, and I wondered if it had been brought up or not this morning, and I was told that it had not. It is a small one, but I think it is important.

We do stress discretion at the library. The staff members are not encouraged to talk about who wants books on sex education or divorce problems or things like that. So that brings up the possibility that there would not be a guarantee of privacy in the matter of request from patrons all over the country. It had not been brought up, and I didn't find it in the written proposal.

MR. BURKHARDT: Well, I don't think we have discussed it as a particular problem. But as far as the -- if you are talking about that network and all of that --

MRS. BURNS: Yes.

MR. BURKHARDT: It seems to me whatever system we set up, we have got to guarantee full autonomy to the constituent members of the system. We have got to guarantee full freedom of expression to all of the constituencies and guarantee privacy. Whatever system we set up. Those three things have got to be protected. Otherwise, some people are worried about federal control and centralized control and all of that, and we are taking it for granted that these things that I have just mentioned have simply -- they are essential. If we lose those, there's no point in having a system.

MRS. BURNS: I absolutely agree. But if it is essential, perhaps it should be in a little footnote some place, or there will come a time when it is not considered essential.

MR. BURKHARDT: Quite well. The problem is, it is one thing to state it and another thing to -- you can't somehow set forth a guaranteed mechanism that will work. It has got to depend on everybody understanding and seeing to it that somehow or the other that violations of the freedom are dealt with. You can't build it into the system. You can't build it into misuse. It is an instrument. The instrument can be misused for various authorities and various agencies. I think we ought to be quite clear that we are aware of those problems and deal with it in our statement to that extent.

MRS. BURNS: Am I right in saying it was not in the statement originally?

MR. BURKHARDT: That is right.

MR. STEVENS: I think it is worthwhile pointing out that the people drafting the second version of that statement have incorporated a statement regarding those concerns.

MRS. BURNS: Oh, very good. It is a philosophy rather than something that can be written down one, two or three order. But I just wondered about it. Thank you for letting me ask.

MR. BURKHARDT: Thank you. We just had another request. So if Mr. Caballero will come up and take the microphone. Would you introduce yourself, Mr. Caballero?

MR. CABALLERO: Yes. My name is Jose Caballero, and I'm a graduate student at the library school or graduate school or library science at U.T. in Austin.

I was sort of all of a sudden last week asked, you know, to provide some views on observations regarding some of the things that have been discussing at the library school.

Especially in regard to minority curriculum in terms of library education. And I would like to testify or provide some of my observations since September when I started school. And some of the comments I'm going to make here I have already presented before a group of faculty and students at the university.

Primarily these are that I have spoken with some recent graduates from that school and some of these people have sort of expressed a feeling of incompetency to serve minorities, especially the Chicano.

And my point at this point in time we are, the Chicano people, are very pressed for needed services and information and libraries. And that a lot of these people who are going into areas that are very populated in terms of Chicanos or Mexican-Americans and a lot of these people who are now going into the jobs that need competency in the areas of serving Spanish-speaking people and do not feel completely competent to serve, then something must be wrong in the curriculum. We might even add the programs of recruitment and so on. As I mentioned, I made these observations known at a meeting sort of an informal gathering of faculty and students. The response was that yes, they had been aware of these, you might say lax, not negligence, but needs. And these were responses from the faculty.

One of them, and I quote, one of the responses that we obtained at that particular discussion was that we need you, and I interpret that the Chicanos, the minorities, to let us know what your needs are, to let us know what you want us to do in terms of providing some curriculum and some programs and so on. That points to me one fact, that not only do students need to be educated, but faculty at that particular institution needs special education or retraining in the area of serving minorities Chicanos.

MR. BURKHARDT: Any questions? Lou?

MR. LERNER: Since you are in library school now, what suggestions would you have for improving what you need to know and that other people need to know about serving Chicanos and Mexican-Americans?

MR. CABALLERO: First of all, we need some program to incorporate these needs. I don't believe the time I've been there, and I'm almost through with that particular program, I don't believe we have something, anything that relates to the particular needs of the Chicanos or minorities. We don't. So that needs to be incorporated into the curriculum, and I suggested in that particular informal discussion that a special course or program be instituted where the special needs of a Chicano could be taught. Not only to the particular students at the time that they are taking courses but to petitioners who are now in the field working and need retraining.

MR. BURKHARDT: Do the libraries in Chicano areas have Spanish language materials?

MR. CABALLERO: I believe some areas do.

MR. BURKHARDT: They do? That seems to be one of the first things.

MR. CABALLERO: That is one of the things that are lacking, see. I might point to some students, some recent graduates that expressed feelings of incompetency in locating materials appropriate for Chicanos. They asked me where can I locate the materials? And there were supposedly, they were ready to provide services to anyone. And they weren't ready to provide services to Chicanos. They were asking for tips. And that is very distressing, really.

MR. CASEY: Can you think of some specific things that should be included in the curriculum to accommodate these suggestions you are making? In other words, do you say there should be a definite program to orient librarians in terms of serving the Chicanos, what would be some of the specific things that the courses should take up? I'm very interested in your subject.

MR. CABALLERO: One of the things that are very obvious are, for example, special needs, immediate needs. I can point to the immediacy of some of the needs of Chicanos that are different from the rest of the population.

MR. CASEY: For example?

MR. CABALLERO: For example, information to just keep alive, survival information, where are the jobs located and this sort of thing. Which is more important?

We need our students to know what is important for the Chicano community to have a book on Chaucer or an index on where the new jobs are. That sort of thing. And I think that I personally feel that at this point in time we just have three level bureaucrats serving Chicano communities. That is not considering the very good people who are very interested and have gone into the community and found out the need because there are some of those. But I tell you at least from what I have known from the people in the communities, they don't feel satisfied with the service right now. I'm not just expressing my views, I'm trying to express the views I felt from the people.

MR. BURKHARDT: Mrs. Wu? And this will be the last question.

MRS. WU: I know there is a shortage of Chicano librarians. What is the job opportunities in Texas?

MR. CABALLERO: I believe the job opportunities are very good, because libraries are requesting new librarians who can serve the community, especially the Chicanos that can speak the language, not Spanish, but Chicano language. Because it is a very definite language. Okay. And I suggest that there be a new permanent program instituted where Chicanos are recruited, not just for one year. We have a fellowship program right now, and this may be the first and last program because of lack of funds. That is one thing that I would recommend very strongly to continue the flow of Chicano and minority students to that school and the recruitment of faculty because there is no Chicanos or any type of minorities in that type of a school. That is very important.

MR. BURKHARDT: Thank you very much.

MR. CABALLERO: Thank you.

MR. LORENZ: Could I ask if these are federal funds under which they are being trained?

MR. CABALLERO: Yes.

MR. BURKHARDT: I think we can go back now to our regular scheduled speakers. Mr. Robert Norris, the director of the Indian Education Program. We had some testimony, Mr. Norris, from Mr. Joseph Sahmaunt. You are here in his place, is that right?

MR. NORRIS: No. I believe Joe Sahmount is here at the back of the room. I understand he was to follow me.

MR. BURKHARDT: You are quite right. I'm sorry. There was a note here I didn't quite understand.

MR. NORRIS: My name is Robert Norris, and I'm an assistant-professor at the University of Arizona in Tucson.

Part of the reason why I was asked to come here is because I am associate director for Indian graduate

Librarianship Institute, which we have at the University of Arizona. It is federal funds.

I'm not sure at this point what direction I could take, but I would like to briefly acquaint the Commission as to the kind of people which we have in the community. I would rather see it from that point of view rather than saying that these are my impressions and my feelings and this type of thing.

I was raised on the Navajo Indian Reservation and from my knowledge and experience with people living on reservations, there are over 300 reservations across the United States. Some have identified more, but by and large the people and the communities have no notion as to what a library is.

When I was being raised on the Navajo reservation, I never saw a library. I never saw a librarian. The only books that I saw were in schools, and they are essentially the same today. For instance, if I go home to my parents, who live up northeastern part of Arizona, the nearest library would be a Bureau of Indian Affairs school, elementary school library which has very, very, very few books, only possibly having to do with little, tiny kids living in, let's say New York City or Chicago or some urban area. That is, there is nothing that would be of value to them. And if I move further west to Ciente, Arizona, there are two schools there fortunately. One is run by the state of Arizona, a public school, and then there is another one run by the Bureau of Indian Affairs. Okay. Let's say some of the people from the community decide to go in and take a look for some information as to what the great white father is doing in Washington, D.C. Well, there is very little you can find there. All you can find is that Spot and Puff and some of these others were still running around. So that information is very, very poor.

The only information which the people in those communities and such communities receive would be through radio.

The people in the reservations listen to the radio quite a bit. By and large, these are battery-operated radios. Certainly they don't have any electricity. It is very difficult to explain to the Commission how difficult it is to be raised in a very poor setting in a poor background with no services whatsoever, not even health facilities, nothing available, no employment and nothing really to look forward to. And then to think that I would like to go to a library. And if you have never seen the library, you don't even think about it. And as far as other kinds of information which flows into reservations, every once in awhile people go and gather together at the nearest, for the Navajo it would be the chapter house and for other places it would be a meeting house or a lawn house where they could get together and talk and possibly see a movie picture. Maybe some company would come in and show some movie of the kinds of things that they would like to do in order to develop the reservation. It turns out that it is a proposal where they could, let's say for the Navajo it would be to tear up the top of a sacred mountain so that they could extract certain kinds of coal and possibly uranium mines and so forth.

I hope that I am bringing across the idea that the Indian people really, really need help. And despite the fact that I do have at least some sort of recognition of being a professor at a university does not turn you off in the sense that here is somebody else who has made it and has no idea what is going on in the community. That is not true.

I know we are developing a very good program, for instance in this training program that we are developing, which we are not certain which will be funded since we have to submit proposals and hope that our lottery number is drawn in Washington and on some basis that we will get something. It is the only Indian graduate librarianship program in the nation for Indians.

Now in terms of some of the questions that were asked in the letter, I would just like to briefly run down the list, but before I do that, I would rather that you ask me some questions, possibly related to either the training program that we are working or with local level people with whom I do a great deal of work.

MR. BURKHARDT: Are there any questions?

MRS. COX: Let's hear about the training program first.

MR. NORRIS: The Indian training program which we have is funded out of the federal monies that are set aside for training various library officials across the country. We had put together, in addition to just the regular training package that exists at most universities and library training in addition to that we have complimented these with a great deal of field-oriented courses. We have brought in, let's say, consultants from local areas that have told all our students the kinds of information that people in the communities need. Now what those are I really don't know, because I am not a specialist in the area of library science. But the people from local communities were able to say these were the things that we would like to develop and in some cases it was cultural centers, not in the sense of museum pieces, but they had certain kinds of things which they wish to preserve, yes, but also to maintain for their own identity, I suppose, and on the other hand to also bring in new kinds of information which they needed, such as training programs that would help them to raise the employment rate and other kinds of packages like that.

We have also asked that the students go out into the communities and to explore many, many alternatives. That is, there are certainly different ways of organizing, let's say the library, the way that a library information service is, I suppose you could say catalogued or put together, various Indian tribes throughout the country have different ways of looking at the world. That is, from their own perspective, call it a world view if you will. The only illustration that I can think of right offhand would be, for instance, the word blue. In the English language, that designates a certain color of the rainbow, let's say. But for the Navajo people it means two different things. When you say blue, it means green as well -- it will range from green to blue. So there are different ways of cataloguing or putting those things of this nature, so it is more useful for them.

And in some cases, religion is not necessarily religion as the rest of America thinks of it. It is thought of in other ways. Let's say, it is the primary source of all life, let's say, and that is everything is catalogued under that category. I can go on and on and identify some of these other smaller things like this, but the students have learned through various means that some of the earlier things that we had thrown at them, that is, like for instance, the duodecimal system, all the way down to insisting that they put a period or a comma after such and such really has no meaning. The system itself is a comparative system they need. Some kind of, maybe the Chinese or the Russians or some other country has developed something that would best serve the needs of the Indian people in terms of the way they organize their information systems.

MR. BURKHARDT: We have time for one more question. Mr. Lerner?

MR. LERNER: Well, obviously you are saying what the Indian nations need is not traditional library service as urban area or mobile service as we know it. What, in fact, is the kind of service which would be successful? What kind of service do you dream about as the possible kinds of service which would be effective and meaningful and important and have the effect that it should have?

MR. LORENZ: If my understanding of library and information services is correct and the people on local communities needs to understand first of all what a book is. And at that level, you may have to get out there and give away a few books before people begin to see that there is such a thing as a book.

And if it is in some other language other than their own, then there needs to be a program where they need to learn a particular language. If it is not language, there could be other ways of doing things, such as pictures, which is very, very popular on many reservations and certainly the other aspect of, let's say, training packages is one means of, okay, let's say if there was some training packages such as employment in various fields, then there has to be people who can interpret that information into their own language. In other words, you need interpreters that would be able to bridge the various gaps. There are also information which the, let's say, they have their own system of getting information from among their own people. There is a great deal of information, let's say, on the Navajo reservation on the various history of the various plants and so on. There is already existing this information. But how to translate that into a center where people can come in and obtain this information has to be worked out.

MR. BURKHARDT: Thank you. I know there are other questions, but perhaps since the next witness is also going to talk to us about Navajo problems, we can get the Commission members to hold their questions until then. All right, Mr. Norris?

MR. NORRIS: Would you mind if I just take one more minute of your time and let me throw out my own ideas?

MR. BURKHARDT: Yes. I didn't realize I cut you off.

MR. NORRIS: In terms of priorities for services, I believe that federal monies are the only sources for services. One of the first things that still is required is this training programs is needed, not only paraprofessionals but at the professional level. And I mentioned already linguished or for people that understand what languages and are immediators and who can find new definitions for professional rules of libraries. There is a great deal of flexibility required in that area.

Second, the improved services for community relations I believe need an American Indian people generally do not use libraries which don't exist anyway, as I mentioned. So that advertisement is critically needed and the people from local areas must be invited into deciding locations and the kinds of information centers that they need.

For instance, I have already mentioned the give-away thing. Maybe it might be possible for us not to be so hung-up on building a building as such as much as it is to give away some books and give away some materials and let people know there is a way of finding out things at a faster rate. The efficiencies and services I have already mentioned that nothing really exists. Films and training packages and some newer books are required for the native American professionals. I did not talk about the new crop of people that are emerging. I did not talk about the urban people. I am sure that Mr. Sahmount would be able to tell you a little bit more about these. As far as paying for services, I believe that native

American Indian people across the country and the nation have already paid. In other words, they gave you a country in which to live. That is they have paid several times.

The federal government should have a strong role, because we as native American people are still tied to the federal government unless new treaties are negotiated.

Thank you very much.

MR. BURKHARDT: Thank you, Mr. Norris. The next witness is Mr. Sahmount.

MR. SAHMOUNT: My name is Joseph Sahmount, and the gentleman sitting next to me is Charles Townley.

My interest in the affairs of this Commission stems from the fact that I am a board member of the National Indian Education Association for a, I don't know, one year period of time I served as field director for library research project that the National Association was conducting.

Mr. Townley is representing the library project that is being administered from our national offices in Minneapolis, Minnesota. He is representing Mr. Lee Antel, who is the director of the library project, and Mr. Townley is the assistant director of that project.

If we may, Mr. Chairman, we have some literature that we would like to distribute to the members, and if we can do so at this time, then I can continue on as we go on.

MR. BURKHARDT: Go ahead. You can assume

we have read your testimony.

MR. SAHMOUNT: Yes. That was my next statement, Mr. Chairman.

MR. BURKHARDT: Right.

MR. SAHMOUNT: Our concern as a national education association naturally is a national concern. And you have already heard some testimony from some of our colleagues, and I think some testimony from some other minority groups that are indicating the very same basis for our interest in this effort that this Commission is attempting to do.

I don't think we need to enter into any more dialogue concerning the need. I think the need has been pretty well presented, and in my testimony it indicates much of the very same thing.

We, of course, again are concerned more from the national standpoint. We know that there are areas who have local concerns, but our concern primarily is from a national standpoint in that we are interested in being a part of the national effort to provide better information and library service to the Indian people of this country. As I stated before, we all recognize the federal relationship that American Indians have. We all recognize the lack of library and informations that are located on Indian reservations.

And as an added point, maybe I should mention again that those Indian people that live in urban areas in many cases have very little to go to a library for, and in general the Indian population of this country I guess is classified or can be classified as that group that is considered to be non-users.

We know that because of the various conditions and situations on Indian reservations that we are having to take a look at some specialized kind of ways in providing information to these people.

You heard a gentleman mention awhile ago that survival was very important to his people, and I think we can reinforce that feeling by saying that this is the same thing that is true in many cases.

One more item that I would like to mention again is the fact that the Indian people are living in an era of what we are calling self-determination. Self-determination in many cases is defined as choosing our own direction, deciding what is good for us and deciding what we need rather than having someone else do that for us. And we feel like in the past that the kinds of programs and kinds of conditions that we have been placed into have failed and that we are interested in trying to develop mechanisms by which to develop our own people in the way that we feel is best. And by that token we feel that there are some unique ways that we must deal with when we try to provide the kinds of library services and information centers for the American Indian.

So other than that, Mr. Chairman, I have no more to say that is not included in the testimony.

MR. BURKHARDT: Thank you. Any questions from the members?

MRS. WU: In your testimony, you mention a need for more bilingual materials. I would like to know what would be your recommendation, what would you recommend to use, the sources to find such bilingual materials?

MR. SAHMOUNT: One of the problems I think we face is the problem there is very little material being printed at the present time. Part of our efforts have been to do that very thing. And we know that in many cases on reservations bilingual materials are very important and that in many cases the information cannot be read or cannot be disseminated to certain members of that population because they do not either understand English or do not read it. So part of the effort I think that we need to deal with is possibly this development of bilingual materials. There are some materials being developed that are bilingual. And naturally, it is at this point in time not nearly enough to satisfy the need that the Indian people have.

If I can make another statement, the Indian people at this time in regard to information and library services are at the point I think in the educational process before we were taken and given funding for which we could develop those processes so that they would, in fact, meet the needs that we have. So at this time, you know, we do not have any funding sources other than the federal government, and we know that the federal government has an agreement with us to provide those. But in many cases we have a very difficult time getting them to see the need to do so. And if I may, you know, we feel like a commission such as the one you represent is the key to giving us some assistance in causing the federal government to recognize that Indian people have a need and that they must recognize that need before they will provide any funding.

It is another chapter in an age-old story, you know, of getting them to recognize that we need these kinds of things before they will actually come across with the funding by which we can do that. I have no doubt in my mind that Indian people are capable of developing their own programs and are capable of doing a very good job. What we need is some basis by which to start that and to develop our programs.

MR. BURKHARDT: Mrs. Moore and Mr. Becker.

MRS. MOORE: My question deals with what you have been talking about. I notice in this little pamphlet you have given me you said that library service as a function of education is a treaty right of the American

Indian. And even though it is a treaty right, you are apparently not living -- they are apparently not living up to the treaty. My question is, has the Bureau of Indian Affairs or whoever you are dealing with in the federal government in the programs you have been talking about, do you or have they accepted any responsibility for adult education or is this a narrow interpretation to mean libraries only in schools operated by the government?

MR. SAHMOUNT: I think that is the interpretation. One of the problems is that part of the problems we see is the fact that the Bureau of Indian Affairs schools are not obligated to even provide a library. Although in many cases they do as a part of the total education process. So again we are faced with the problem of having to lay some foundation for causing that to actually, in fact, happen. Mr. Bramberg, who I might have mentioned in my testimony, you know, did a study where he reinforces the fact that this is the way it is. The adult population under the new conditions that we are operating in, and there again I speak of self-determination, are not really the people that are in charge and are the members of the tribal council. We see a very strong need there for providing some information sources to those people who are being given the responsibility for providing the directions for Indian people in the future who went through an era in time when their formal education was very little. And yet we are facing a point in time where we have to make decisions and we are having to compete and we are entering into a similar stage that most developing nations go into once they want to become independent and develop their own countries. And that we have a severe lack of information to do all of those things as well as an education processes which we must go through.

MR. BECKER: Do you have a plan as of yet as to how you would like to see cooperative development of libraries, say, on reservations occur? One that would describe the magnitude of the task perhaps suggest the organizational methods by which these objectives can be achieved and the sequence in which you will see this happening, perhaps human resources being trained prior to material resources or at the same time, that sort of thing.

MR. SAHMOUNT: Maybe I can speak to that in the sense that our project, our research project that we did was primarily designed to try and identify and perceive information needs of various sectors of the reservation. We try to identify elementary people's needs and secondary people needs and adult needs. And in some ways try to pinpoint a system by which those needs could be met.

In our particular research project and in a lot of the testimony that we have come up with and a lot of the feelings that we have stem from what we were able to experience as a result of the project that we conducted.

At the present time we have started some very small informational centers and at the same time we are encouraging the training, especially in most cases of paraprofessional people who can come in and can help develop the library. I think it is important at this time to inject a very important facet of many Indian people, and that is local control and Indian control. In that it is very difficult to go into a reservation from the outside and attempt to try to regulate what they do because that is the very thing they are attempting to get away from. So I guess our plan is primarily to go in and provide some kind of assistance to that group of people to get them started and at the same time attempt to work to incorporate their own people into the development and into the operation of the centers. So that it becomes their own and becomes something that they feel like it is important and it contains information they feel like they need.

MR. BURKHARDT: We have time for one more question. Mr. Aines?

MR. AINES: Yes. I will make two comments, and if you would respond to the comments, I would appreciate it. I note that you are concerned about using --

MR. BURKHARDT: Use the mike, Andy.

MR. AINES: I note that you have a desire to use some of the new information technology in your programs, and I point out that sometimes you reach for a rose and you find a nettle when you begin to deal with new technology. In terms of the disruptive effects of new technology patterns, I would urge you to think very carefully about how far you want to go without preparing people to buffer them against the use of technologies that distort and change their life very rapidly.

And the second point I would like to ask you to comment on is do you feel that whatever you undertake to do in your community will be transferable throughout the Indian nation?

MR. SAHMOUNT: I think that the methods and procedures are what we are interested in developing and the models that we are able to develop are definitely in our plans to disseminate and to utilize, adapt, adjust or whatever we have to do if we are successful in this particular project that we are conducting, so that other communities in the country can look at it and say this may be a pattern or this may be a model that we can follow.

And if that happens, then we feel like we can supply some means by which other Indian reservations can, in fact, develop a plan whereby the information they need and they feel is important can be facilitated.

I'm aware very much of the fact you can't put too much on people too soon. And we have in our development of our projects been very concerned that the people themselves, especially the tribal council, have input into what goes on and to what kind of technologies are introduced so that they feel very comfortable with what is happening rather than to come in and throw something at them that they do not understand and as a result, may turn off. So we are aware of that, and we are aware of the fact that you can completely cover people up with information and we are concerned about this specific kind of things that they need at this time.

We see the possibility for developing this as time goes on and continuing to develop the informational centers and libraries so that each time we plan a phase it becomes a part of a long range plan that leads towards what we feel like is their future and things they feel like are important for that future.

MR. BURKHARDT: Thank you.

MR. SAHMOUNT: If I may, my colleague would like to say something in regard to his questions.

MR. BURKHARDT: All right.

MR. TOWNSLEY: My point would be, I suppose, to ask you to view this through, say, Indian eyes at this point. Please keep in mind that books and libraries themselves are intrusive. And we find that perhaps other mediums, when we are working on the site, other mediums offer a better advantage in moderation in breaking into this. For example, at Rough Rock, Arizona, the Navajo people have a very firm concept of family education. Education occurs in the family. We find that it is very helpful to be able to take Navajo language print and non-print material to the house using new technology like video. We find this less intrusive, perhaps, than asking the person to come to a library. So if I could use that as an example.

MR. BURKHARDT: Right. Thank you very much indeed.

MR. SAHMOUNT: Can I intrude on you to make one more statement?

MR. BURKHARDT: Please make it brief.

MR. SAHMOUNT: I would just like to ask the Commission if they would seriously consider the recommendations we have made and that we feel like this is a very important aspect to the development of Indian communities in regards to library services and informational services. We feel like the Indian people have the capacity to serve with you if you feel it your task and one of your tasks is to help the American Indian to have better library services and better informational services. And we leave ourselves open to you at any time that you feel like you need to call upon us and we will do our very best to help you in any way we can.

MR. BURKHARDT: We will do our very best to help you. Thank you.

Mrs. Gilkerson, you are the library assistant of the Tucson Public Library. Would you introduce the gentleman with you?

MRS. GILKERSON: This is Mr. Kenneth Williams. He is charge of the library aids at the media centers on the Papago Reservation.

In my written testimony, I had talked with the degree of isolation that exists, and I thought probably the best way to show you this was to show you these pictures which I will pass around. Here also is a map showing the pre-existing media centers on the reservations.

MR. BURKHARDT: Could you speak a little louder?

MRS. GILKERSON: Yes. In my written testimony, support for the existing media centers on the Papago Reservation was urged. I would like to suggest that several new centers already existing as recreational centers be outfitted for library service. At present, centers are operating at the following villages; Santa Rosa, Pecuwan, Pisinimo and Xavier Del Bach, Topawa, Onegon and Managers Dam. Only three of these now have libraries services.

In May, some 500 or 600 boarding school students returned to their villages for the summer. It is hoped that the centers will provide recreational and library services for the students and employ some of them under the TWEP Program.

Almost all of the residents of the Papago Reservation are poverty level or below. It is the most economically-deprived reservation in the United States. There are many contributing factors to this, the isolation is one of them. The severity of the desert terrain is another one and no telephone and transportations which don't get people to jobs. We would hope that we could involve adults in these community centers. So far, children have been the ones who have been visiting them. Irene Eastler at Topawa, is taking books to adults in her village. Hopefully we would like these centers to evolve to cultural centers and possibly museums displaying crafts and certainly having classes there in handicrafts.

I urge continued support for these centers and Kenneth, have you got anything you would like to say?

MR. WILLIAMS: Yes, I would like to say that I would like to get continuous, you know, from the federal government because we do not get any funds from the Bureau of Indian Affairs. We don't get any from the public schools. There are three libraries that are in the Papago Indian Reservation, but they are only for the schools. They don't open to the people. And the three media centers that she has told you about is the only three libraries that are giving the people a chance to read books.

And I also would like to support Mr. Norris' library greater internship at the University of Arizona because they are the only group that has really helped us as far as training our aids.

MRS. GILKERSON: Thank you.

MR. BURKHARDT: Okay. You say you don't get any Bureau of Indian Affairs support. Where do you get your support?

MR. WILLIAMS: The money that we have received was in the fiscal year of '74. We got from the Title IV Indian Education Act, and that is the first time that we ever got any money as far as library services are concerned.

MR. LERNER: It seems to be a constant problem in reaching adults. You seem to have this problem, and when we had some testimony in San Francisco from other people serving the Indian communities, they had a terrible problem in reaching adults and relatively easier to reach kids. Can you tell us how you are starting to try to work more into the area of reaching adults?

MRS. GILKERSON: Well, the people have been coming in to go to the bookstore with me and some of the books they have been choosing lately is how-to books, car repair books, carpentry, gardening, cooking, sewing and things like that, which help some. And trying to get any kind of textbook support that we can for the children. There is a program going on, and the library is directly involved in that to help the adults. We can furnish materials for that.

MR. BURKHARDT: Any other questions? Mr. Casey?

MR. CASEY: Are the three media centers you are referring to only serving the children, or are they connected with the school in some way?

MRS. GILKERSON: Only one of them is connected with the school, the one in the boxcar, that library that had already existed as a school library. They are all open to adults to attend, but not many of the adults can come.

MR. CASEY: Do you have elementary or high schools on the reservations or are they elementary?

MRS. GILKERSON: Mostly elementary. But there are very few high schools.

MR. CASEY: You have school libraries within the elementary schools?

MRS. GILKERSON: Some there are.

MR. CASEY: So you have the school library plus these three media centers?

MRS. GILKERSON: Not in each village, no.

MR. BURKHARDT: All right. Mr. Becker?

MR. BECKER: The recreational centers

that you felt might be the core of the library, are they being used today as a cultural center or an information center and what do they look like?

MRS. GILKERSON: Not yet. Maybe Kenneth could answer that a little better than I.

MR. WILLIAMS: Could you say the question?

MR. BECKER: It had to do with the recreational centers and their ability to grow into cultural and educational centers. I was just asking if you could just say a few more words about that potential.

MR. WILLIAMS: I am not really directly involved with the recreational centers. Most of my area is library. But as far as cultural, I think people would like to know more about their own baskets, you know, as far as baskets and pottery and also the cultural of other tribes.

MRS. GILKERSON: Some of the recreational directors have asked for books for the center that doesn't have them already.

MR. BURKHARDT: Mrs. Wu?

MRS. WU: Do you mind telling me what is the amount that you got from Title IV for supplying the library books?

MR. WILLIAMS: In the media centers, we got $38,000.

MRS. WU: That is for the whole thing?

MR. WILLIAMS: Yes.

MR. BURKHARDT: Any other questions? Mr. Lerner?

MR. LERNER: This is obviously outside the corporate boundaries of Tucson.

MRS. GILKERSON: Yes.

MR. LERNER: Tell us how the Tucson Public Library was convinced to reach out of its borders of the city or county to provide services to a broader community? This is unusual and commendable.

MRS. GILKERSON: Tucson Public Library also serves Puma County in which the Papago Reservation lies in the Puma County. We get funds from Puma County.

MR. LERNER: Thank you.

MRS. GILKERSON: You are welcome.

MR. BURKHARDT: Any others? If not, we thank you very much. And now Martha Cotera. Mrs. Cotera, I don't have any testimony from you.

MRS. COTERA: I sent some to Washington. I don't know if you would have gotten it on time. But I did submit a copy of what I have here with me and I can leave a copy with you today.

MR. BURKHARDT: If you sent it to Washington, we will get it eventually. It must have come late.

Will you just give us the high spots and we will read it when we get it.

MRS. COTERA: My name is Martha Cotera, and my present position is deputy director for the National Library Information Clearing House.

I have also served four years at the state library level and two and a half years in the rural migrant community library at Crystal City, Texas, and five years in an urban, El Paso Public Library setting.

I would like to mention that like the American-Indians, we are also covered under a treaty, under the treaty specifications that are cultural in language be maintained and we be allowed to maintain this cultural and language. To this effect, we feel that the public library system in this state is not living up to the treaty as it was.

We would like to say also that if Texas has a, what is it, 41 rank and per capita expediture for libraries. You can imagine out of this total, say $2.00 per capita expenditure how much of it goes to Chicanos. I would say practically nothing.

In the statements I'm going to make, I will say that the Texas Library be the one institution that I assume a leadership position in implementing the recommendations.

No. 1, that funding at the federal level, that Texas be given the priority in funding simply because of our ranking as 41st in per capita expenditure. We would like to see a lot more federal monies come to Texas. From that perhaps Chicano communities could organize and get more funding at the state level.

First of all, is to get the money here.

Secondly the state perhaps then will be pressured Already once before because of the LSCA funds that come into the state, the state began to allocate a better budget than they had in the past. Perhaps this way the state will allocate much more money as we need to run the public library.

I would like to say in many parts of Texas where the lowest educational level is held by Chicanos, such as 5.9 years of school completed and 61.9 under employment rate in Zapata County, and in Star County it is 40 percent employment rate, and 5.5 education. There is no public libraries. And these are 95 to 99 percent Chicano areas. So we still have vast areas in the state and South Texas and West Texas primarily Chicanos which have no library services.

The libraries that do have services in Chicano areas service only 10 percent of the population. And that 90 percent of the population with just Chicano does not have any services and no bilingual materials to speak of and no staff to service their needs and no hours.

If you will notice a smalltown library where migrants and Chicanos lives, we have something like 24 to 29 hours of library service per week. This is not going to be beneficial to anyone except perhaps the small Anglo community. And there is so much to be said for funding and facilities. We need more funds. We were unfortunately thrown to revenue sharing again and in a poor state like Texas where rural communities, particularly andeven urban communities do not have paved streets and water and sewage and they are not going to give monies out of revenue sharing to libraries. So revenue sharing monies are not going to be available to the Chicano population, even if we were in a position where we could ask for them.

MR. BURKHARDT: All right. I think you made your point very well. When you referred to Texas as a poor state, it doesn't fit the image that I get up in New York City. We always think of Texas as a very wealthy state.

MRS. COTERA: Yes, sir, but when you look at the library services, for example, 41st, when you look at educational achievement and you see that 20 percent of the population has a better than 50 percent drop-out rate and that is the Chicano population, if you look at the black figures, then you see this same type of percentage. Then you know that we are indeed poor in allocating our public resources. And that for this reason we need to look at the federal government for supplying, you know, a great deal of the funds, at least minorities have to until they can assert more power at the state level.

MR. BURKHARDT: You said Texas was 41st?

MRS. COTERA: Per capita library expenditures, yes.

MR. BURKHARDT: That is your big problem.

MRS. COTERA: That is our rank. And out of that, Chicanos are not getting their tax dollars. If they hadn't got them to put in first of all they are not getting them, and as I said in the rural communities where libraries are available, they are open 24 to 29 hours a week. And these are communities that actually service only about 10 percent of the population as evidenced by the types of materials they have there. No bilingual materials and very few hours of service and you know they are not servicing anybody except a few school children and Anglo housewives, I'm afraid to say.

We have a lot of problems and facilities, for example, we are recommending that of course that priority be to towns that have no library services such as the areas I mentioned. That facilities when they are built for branch services be put in high density areas and not in a suburban area like they do where people have ways of traveling to get to these branch libraries. But every so often you know, are small branch libraries such as the one

I live in, the area I live in cannot accommodate more than 20 people at a time. We have something like 70 books in Spanish in the library and yet this is in South Austin where it is the fastest-growing Chicano area and the highest density of population of Chicanos.

MR. LERNER: Let me ask you, which is going to be a very unfair question, and that is refer to two counties which have no library services, have a substantial 90 percent or more Chicano population, right?

MRS. COTERA: Right.

MR. LERNER: And a substantial number or amount of underemployment.

MRS. COTERA: Right.

MR. LERNER: I'm going to ask you a very unfair question.

MRS. COTERA: All right.

MR. LERNER: How will having a library there improve anything unless it is symptomatic of other money coming into the community? How, in fact, would having a library there help the community?

MRS. COTERA: We get back to the survival information type of thing. Having a library there to me, especially a library without the services would at least tell these people what other facilities are available. There is another problem because I have talked to the people directly in these two counties, and they may somehow get some people graduated and get them to college. And then while they are in college it is so difficult if they are in a junior college it is so difficult for them to stay in because if they have to travel 40 miles or so to Laredo or if they have to travel another 50 miles to McAllen, Texas, it is hardly worth the effort. This was happening in Crystal City and that is why I know, and that is why I ask. In Crystal City we had a library that was open, it was better than most, by the way, it was better than average, 29 hours a week. It just wasn't worth the junior college people's time, you know, to try to travel back to Uvalde, Texas. Consequently they were dropping back, you know, because you don't have this type of supporting institution, you don't have it generating or upleveling for the community. They are having trouble keeping the children in high school because their school library is very poor also, and they are having trouble keeping people in college. You don't generate your resource people that you need That is perhaps the worst thing.

Another thing is we don't have an institution that will provide information to the community. That is pure and simple. The only challenge of information there is a school, and the schools, you know, operate 8:00 to 5:00 or 8:00 to 4:00. So there is your survival information when it is mostly needed.

MR. BURKHARDT: Two more questions. Mr. Casey and then Mr. Cuadra.

MR. CASEY: Two-part question. You say Texas is 41st in terms of per capita state aid. What is that in dollar amount?

MRS. COTERA: $2.00.

MR. CASEY: Secondly, in the counties that you are referring to as poor library services, what is the educational system? The point I'm making, are the children and adults being trained how to read so if you did have a library they could go in and read the books that are in there? Perhaps there is a double problem there. Is there an educational system in these areas of Texas that prepare the people to use a library if there is one there?

MRS. COTERA: We are working on upleveling the state educational system by revamping the total state financing. The total state financing is going to be revamped so the poor tax areas can have quality education. In answer to your question, people may be school dropouts in English, but they are literate in Spanish, which brings me to another thing. We have not done at the state level any type of literacy survey to determine -- we are so fast to assume as librarians that Chicanos can't read in English or in Spanish so therefore why do we need libraries. The fact is, they are literate and they do listen to the radio and news and they are like our Indian friend suggested, there are other ways of reaching the community than by printed book until you get them to that level. We are not investigating those ways. We need literacy surveys to determine bilingual faculties of the people involved. We are trying to service them. And we need those surveys done at the state level. And I have got to talk about materials just for a second. We don't have the material. If we have books in Spanish, they are not relevant. However, libraries, and specifically the state library at that level and the graduate schools could be working to identify the sources for Chicano materials, of which there are quite a few. They could work to coordinate with publishers of Chicano material and promoters. Like Baker and Tatum to distribute these materials to the libraries, but they are not doing that. I tried to get Baker and Tatum to stock some materials, and said the librarians won't ask for them. So it is a vicious cycle. If the libraries won't ask for them, they are not going to stock them. So we need to do this. We need to work at the graduate level. Like they were talking about earlier, and we all agreed that librarians are getting synthetized. They are not getting synthetized at the state library level, which I think should have what we call real staff development for all Texas libraries and technical assistants so that they can go out to the small areas and try to start libraries. They should have funds to do these two things. They should have cultural sensitivity sessions for librarians just as schools try to have them for bilingual teachers. They should be doing this.

We should be recruiting many more people to work in the library field servicing the Chicano. We should teach the communities dynamic and we should teach them how to recruit from the community and how to train them and how to utilize their program so they can get a library staff. But they don't even know how to do this. We should teach Anglo librarians to read, you know, we teach them to read and comprehend that the Texano books that they keep very few materials, but they are very fast about it and when you read these Texas books, and I hope I don't get some of my friends mad at me and you read that it says in there that Santa Anna invaded Texas, that book does not belong in a Chicano community. It doesn't belong anywhere in Texas. Because Santa Anna was president of Texas, and he did not invade his own country. He was in his own country. But librarians are not taught at the graduate school level to read history from the point of view of the minorities. These are the materials that they are peddling to our students and to our adult community and there is no wonder that we end up with everybody being insynthetized.

MR. BURKHARDT: I'm sorry, but Carlos,

ask your question.

MR. CUADRA: I would like to provide a very small amount of assurance that some of the things you have been telling us today are things that we are beginning to recognize. I don't know if you were here this morning when we mentioned the Commission has sponsored a meeting to try to identify the needs of various kinds of groups and we did have a representative there who talked to us about the needs of Mexican-Americans. There are two important conclusions that came out of that conference, and these will be in print within a couple of months, I hope. One is that recommendations, I should say, recommendations for the foreseeable future the priorities of spending of money should be for those who are unserved or poorly served. And this was a recommendation of the people that attended this conference sponsored by the Commission.

The other recommendation was that the emphasis should be on life and survival information and these were exactly the words that were used.

Now, it is a far cry from saying these to doing them. But the first step is to recognize them and if it is any assurance to you and the people who spoke on behalf of the Navajo Papago that some of the things you are saying have registered and have been said and are being noted.

MRS. COTERA: Thank you. I only want to

say something about the junior college level. Those are the areas where we can reach the real poor community and sometimes that is the only place where Chicanos can go to school, whether it is urban or whether it is a rural setting. And the library profession, and I say again that the state library, the large graduate schools, I don't know who they throw the responsibility to, should see to it that the library courses are given at this level so that community people can go and take them and get, say, two years of training or whatever they need and go back to serve their community. That way you don't have to have a fancy title as expensive librarian come and serve the community. Possibly you could have a person that is a lot more responsive and bilingual, and I think in Texas, you know, that librarians that are going to serve this area should be bilingual and literate in both languages because our community is bilingual and it is literate contrary to fiction.

MRS. MOORE: Thank you very much. We appreciate you coming very much.

MRS. COTERA: I have submitted this to you, but I can leave it if you want to.

MRS. MOORE: Thank you for coming. The next witness is Coralie Parsil. Did I pronounce that right?

MRS. PARSIL: Pretty close.

MRS. MOORE: From the Valencia Branch Library in Tucson.

MRS. PARSIL: I was very nice and calm until 15 minutes ago. I hope that I have already stated the things I felt most important fairly clearly in the written testimony I submitted. So this afternoon, what I would like to do is be a very poor substitute for another gentlemen who was asked to submit testimony, Mr. Joe Valdez.

Mr. Valdez was unable to submit written testimony or to be here today because he has been rather involved in other activities and in fact, he was just appointed city manager for the City of Tucson on Monday. He is the first Mexican-American city manager for Tucson, and I think probably for any fairly large city any place in the country. Mr. Valdez has had a variety of experiences with the library, some of which are fairly typical. When he was a young man he was pretty much turned off by libraries when he tried to use the ones in Tucson because of the staff attitude. And this was very common with Anglos as well as minority groups. But especially with minority groups. Staff seems to be the key to getting people to use the facility and getting information to the people and he as well as many others in Tucson were turned off.

Later on, he wound up becoming the business manager for the Tucson public library and served in that capacity for several years. At that time he decided the libraries could be very useful places and find information and became very interested in becoming a librarian himself. However, after applying for library school, he was rejected. Since he was rejected by the library school, he then went on to be assistant city manager and as of Monday, the city manager and the head librarian reports to him and has been reporting to him for several years, which I think is interesting. He has maintained his interest in libraries and has been a staunch supporter of them. He has been active in the State Library Association in Arizona and is also currently a member of the State Advisory Council on Library.

His main concern when we discussed this is with funding. And he wanted to relate his ideas on library funding to you from the standpoint of a city administrator. LCA Funds are the ones that the public libraries are concerned with and most of the money is in the form of Title I Funds which are theoretically to serve the disadvantaged, whatever that means. However, our experience in Arizona has been and it seems to be similar in other places that we have checked with that these large quantities of money, and I still think of them as being large, tend to somehow to disappear. For example, this year Arizona got approximately a million dollars in Title I Funds and Arizona is a small state, so this is a sizeable amount. And of that million dollars, 25,000 wound up going for services to the Indian Reservations in the state. Most of that money went to pay an Anglo to conduct a survey of needs on the Indian Reservation. And when it came down to any of that million dollars that was earmarked, we came up with a big, fat zero. After protesting, we wind up with a grand total of it is now down to about $3,000 to do one workshop. And if you try to find out where monies have gone to serve the disadvantaged, it seems to be rather difficult to pin down quite what money was used for. I tried to track down what Title I funds were used for nationwide, and thinking it might be helpful if you could see so much money actually went to serve the aged or the handicapped or the visually impaired or any group at all. And I couldn't find anything. I haven't got the greatest resources, and I'm not the greatest reference person, but I could not locate anything, and I have not come across anybody that could pin it down either. It seems to be easier to spend money in kind of drips and drabs for just general things that librarians need rather than to use these funds creatively for the kinds of project that they are really intended for. I am sure there's some fine projects that have been done and some good projects have been done in Arizona. But if Title I funds are to continue as is, we would like to request a little better monitoring system perhaps. From the administrative standpoint, Mr. Valdez feels that Title I Funds are a little difficult to work with.

The administrator does not like the idea of starting a new program that is going to run out at the end of the year. He doesn't like to hire staff for one year, period. And he knows if he does these things that he is going to be stuck with these people and these projects on his payroll year after year. And if there's one thing an administrator doesn't like, it is to add people to the payroll. It is a very expensive, continuing project.

His suggestion is instead of putting bulk of money into Title I Funds, put the bulk of funds into Title II, which is library construction.

His experience has shown that administrators, if federal funds are dangled in front of them, are willing to try for those federal funds and use local monies in a matching way. And if the federal funds can be obtained for the capital outlay, the buildings and the equipment that local agencies will come up with the required matching money and facilities will be built. Once an administrator has a facility, then he also kind of gets an obligation to the community to maintain that facility and to staff it. And this is kind of the way parks and recreation works all the time, and the streets and sewers work and the water department works. All this federal money is available. If we don't come up with some matching funds, we are going to miss out and other people will take advantage of it. There isn't as strong a tendency to think about the staff that is going to be added and so forth if you have that building setting there, you know, the resistance isn't as great.

Arizona needs a lot of new buildings and a lot of places in the Southwest needs library buildings. The capital bonds that are floated by various cities and towns have to go for streets, and most of our roads are still unpaved, even in the big cities. They have to go for water lines, sewage systems. Many places don't have a sewage system. Tucson has a small one and it is just expanding. Because the West is still fairly new. And these services that I was used to back East, all the lines were in and all the roads were paved and just maintenance and some replacements, these things don't exist in the West, so the money is going to go there first at the city rates. The amount of money that a city can float in a bond issue is limited by law in most places. So by the time you get down to how much money is left over for capital library improvements, it isn't too much, and in a very small town there isn't enough to ever get a library building. The towns are small and the towns are growing and so you haven't even got a vacant store that you can put a library in unless you build something there really isn't anything there to use.

So this is just a suggestion. He would also suggest a sliding scale for obtaining matching monies. Currently it has been pretty much on a 50-50 basis which he feels is adequate for places the size of Tucson which is roughly 250 or 300 thousand to bigger places. They can afford a 50-50 match.

However, many smaller communities cannot afford nearly that much and he would suggest a sliding scale down to a 90-10 range. He was hoping to work up some sort of formula for this, but has not had time to do this so far.

And the sliding scale would depend upon the size and also the communities available to pay.

Another suggestion he has is that currently Title II Funds can only be used for your basic building and for equipment, stacks and furniture and that sort of thing. One of the very big problems in establishing a library is that you need something to go in it. He would like to see Title II altered so that a basic collection of materials could be purchased out of that initial grant. If you have your building and you have a decent basic collection to build on, most places can afford to supplement that and keep the collections fairly up to date. But if you have a building and you have to start from scratch in order to stock it, you wind up with everybody getting them out of the house, you know, collections which really aren't worth much, and the only thing they can do is turn more people off of libraries.

So these are his questions and his suggestions as far as funding is concerned.

Personally I would like to add two other comments based on what other people have said. Mr. O'Keeffe from Texas Library Association this morning was asked about the information needs of people in outlying areas. I believe this has come up several times, what is the people out in the sticks need. And I think it depends on your idea of what people in the big towns need. And my experience is that people, especially now with the inflation are needing more things themselves, and need a lot of very practical down-to-earth things in town. And they definitely need them out in the fields.

One experience last week, for example, some people came in and they needed to know what to do to get rid of bugs in their peach tree. Now we said gee, Agricultural Extension Service should help out, and we were told that they had referred them to us. So this kind of help is needed by people who are out in the very rural areas as well as by people living in the towns. There is nobody to currently handle these information needs.

I think books by mail or something like that can take care of popular reading. But there is still a need for questions to be answered and basic information to be answered and the telephone isn't always possible as you have heard. Not only is there a lack of telephones on Indian reservations, but there are a lack of telephones in a lot of other rural areas, even though when you live in New York City, you tend to think this is impossible.

The other thing is several times there have been questions about whether people classified as non-users will actually use a library. And if people don't read, you know, what do they need a library for. And I found through the experience that I have had and other people that I know and the branch where I work, for example, was built in a non-user area and the last survey Tucson public did of library use, we had the heaviest percentage of people in a community using a library as any place in town. And that includes the east side where the upper middle class Anglos live. Now that doesn't mean we circulate more reading material, but it means that actually more people in the community on a percentage basis use a library for information of some sort. It may be how to fix a car or help on filling out an income tax form or it may be to help find money to last out the weekend and/or what the zoning regulations are or things like this. But it's still justifiable use of a library. It is a use and it is a need. And whether people read or not, they still need the services of a library.

And people who are normally considered non-users will use the library if the right staff is available and if that staff will become involved in community activities so that the people do get to know them.

MRS. MOORE: Thank you very much. We have two questions. You are first, Carlos.

MR. CUADRA: With regard to studies of library services for the disadvantaged, there was a report that was done about two years ago published in September of '72 and I will send you the -- oh, it identified about 1500 projects. Some of them was disastrous and some of them moderately useful and some excellent. That serve as models.

MRS. PARSIL: We participated in most of the surveys.

MR. CUADRA: I don't know if you know about this one. I will send you the reference, and if I have a copy I will send you a copy of the report. I have one question. You mentioned the need to consider a library as an information center. I think that is one of the ways to legitimatize and publicize this is adopt that name and I imagine that has been given some consideration. What would be bad about doing that?

MRS. PARSIL: The Memphis Public Library has adopted this. The worst thing is that librarians generally don't seem to like this idea. It is not so much the community I don't think. I don't think it makes much difference to the community whether something is called a library or an information center. But librarians I think tend to be attached to the name library.

MRS. MOORE: Mr. Stevens?

MR. STEVENS: You said Mr. Valdez was interested in having money granted for construction. The government seems to be more and more turning aside from granting money from construction on the grounds that when money is granted for construction while in the beginning, it promotes the idea of staffing and maintaining a building and perhaps in the case of a library building, a collection. But that in the case of many buildings of higher institutions of higher learnings, buildings for institutions of higher learnings and indeed in some library cases, what has happened is that the money available for staffing and for maintenance of the building has fallen aside, and then the federal government gets the blame for having built something and not supported it. Now what sort of argument could the Commission use back in Washington to get a change in the position of the federal government in terms of grants for construction? I realize that might not be something you want to answer off the top of your head, but there needs to be something stronger I think than the reason it does inspire some momentum.

MRS. PARSIL: Well, this is the largest outlay that a system has. It is a one-time thing. And once it is built, it is something fairly permanent. I think everybody has agreed that federal support is necessary. I think perhaps if somebody did some serious evaluation of the results that the different LSCA titles have had in the country that might give you some grounds to argue from. Communities themselves need a clear understanding of how far the federal government is going to help and if the major help is going to be directed at buildings, then it should be clearly explained there is no staff that goes along with this, just as Title I monies now, people often assume because the project has been funded once by LSCA that it will continue under LSCA. And as we know from last year, that is certainly not true. And a lot of people were hurt by that. Also, somehow it didn't quite sink in.

MRS. MOORE: Thank you.

MR. LORENZ: Does Arizona have a substantial state grant program for public libraries?

MRS. PARSIL: I think it is a little hard to define substantial. There is a state grant program and most of the money goes to the smaller areas that need to be built up more rather than to the larger metropolitan facilities, for good or for bad. So there is a state program. Several of the libraries in Arizona, including

Tucson Public, nationally speaking, fair very well through tax, local tax support.

Last year when the LSCA funds were dropped, the state library was able to increase their budget so very few things were actually lost. They were able to find enough state support to continue almost all the activities that had gone on before the LSCA funds.

MR. LORENZ: Will that continue from year to year from this point on?

MRS. PARSIL: Generally once you get something, you don't lose it too easily. And there again, I think this is a certain amount of local responsibility. I think we have to get out there and do some politicking and convince people that these things are needed. I think this is the other part to the construction act or other Title II monies for construction of buildings. Also, where the people in those communities complaining or saying that they want that building adequately staffed, they want services, they should be backing those and getting the services. Once they have got that major obstacle, the physical facility and basic collection taken care of.

MRS. MOORE: We are running way behind. I'm sorry, but we will have to discontinue the questions. We certainly thank you for coming and tell your city manager that we hope he will keep his interest in libraries despite the discouragements he had in his earlier days.

MRS. SCOTT: I hate to interrupt you, but how did Arizona flair on their revenue sharing?

MRS. PARSIL: Not very well.

MRS. SCOTT: No money?

MRS. PARSIL: A few cents here and there. We did do quite well in Tucson because of Mr. Valdez. Initially, and then we had a new council come in and one night without warning they worked everything out. So you can't take very much with no warning. And once they have done something, they aren't likely to reverse it the next week.

MR. BURKHARDT: Thank you. We come now to Suzanne de Satrustegui.

MRS. SATRUSTEGUI: I would like to thank you very much for having written to me in the first place as the person to testify, and I understand I was not on the list from San Antonio people who had sent recommendations. I was very curious how my name did get on your list. Do you have any idea?

MR. BURKHARDT: Maybe we shouldn't let it out.

MRS. SATRUSTEGUI: I was wondering if I was possibly recommended by my national organization. I'm here from the National Organization for Women, and I would like to make a preliminary comment on the people who are on your commission. You do not have half women, and it seems rather strange to me considering that library science as teaching is one of those professions which have always been stereotyped as a woman's profession. I think it quite odd there aren't more women represented and obviously they are the ones that have been doing the work in this area.

MRS. SCOTT: We have grown by one.

MRS. SATRUSTEGUI: Congratulations.

MR. BURKHARDT: You have to write to the president about that. He appointed us.

MRS. SATRUSTEGUI: I certainly shall. However, I feel my testimony shall be adequate.

MR. BURKHARDT: Thank you.

MRS. SATRUSTEGUI: I did bring some things along to leave with you as an example of things we would like to see in libraries in addition to my testimony, which I believe you have. I have not planned that to be an actual testimony, and it is not organized as I would have organized an argument. I want you to understand simply when I was told this would be my testimony, I let you have it that way because I didn't have time to do anything else.

I believe the points that are foremost in my mind are in my letter to you. As you can see, I have a very broad spectrum of experience and it does not include just my organization.

MR. BURKHARDT: Right.

MRS. SATRUSTEGUI: The things I do have, I would like to pass around. Our brochure, which I would like to see in the local libraries of our local organization. The brochure from the Feminist Press in 1973 with recommendations for reading matter for all ages, but mostly children in education, which we feel shows our point of view, and we really feel we should have a share as far as our point of view is concerned in the libraries, an equal share just as all the other minority groups as you know are asking for the same thing these days.

I would also like to pass these three things around for you to look at while I am talking to you as examples of other things that we would like to find in the libraries aside from our local newsletter which we feel would be of benefit of coming in and asking and also listing in the main libraries local organizations so that people can find the organizations. We have so many calls coming in where people have said they have tried to find out. The library would be an excellent resource place to find this sort of thing. I would like to have these things back if you don't mind.

There are the Woman Activists which are published by Flora Kroehler in Virginia or is it Maryland? At any rate, it is a national publication planned parenthood, which I'm sure you do have on file. And another thing from the Feminist Press which is a regular thing. It is very useful to us as far as reading matters and research.

- I understand you have questions for me on my testimony.

MR. BURKHARDT: There was one sentence in your letter that I am not sure that I understand. You say that many of us are building a resentment over bilingual education as it stands today because it benefits only one national origin group.

MRS. SATRUSTEGUI: I believe I explained it further in that paragraph.

MR. BURKHARDT: I know I personally speak Spanish and it is not a language of my heritage.

MRS. SATRUSTEGUI: Right. I am quadralingual and I have a basic working knowledge of other languages besides. I have -- I am an economist by profession which is quite aside from my testimony here as a member of the National Organization for Women.

However, throughout the years in studying, and I did a great deal of my studying here in San Antonio and also I studied abroad, I needed reference materials from other countries, and I have known about research that had been made in other countries and was published in certain volumes, and I could not get hold of it in San Antonio. Now this was a long time before we had interlibrary connections and nowadays, of course, I must compliment the libraries on being able to get research material.

I would say it is not fast enough in finding the materials or getting the materials to the students to be able to do the research paper for any given course because students have a very strict time schedule. But for my own work and wanting to get into magazines from foreign countries, they are not available when you want them and where you want them.

And as far as books and models, there is always a complaint. German and French are international languages, and we have very small numbers of that sort of books in our main library, much less the branch library. And even when we do have such material, it is not known to the general public.

MRS. WU: I have a little comment on the statement that you made in your letter. You said that the students are kept from the kind of research material on the current subjects such as energies and abortion and sex. As a school librarian, I think this is just your opinion. It is not a fact. The school libraries are always on their toes.

MRS. SATRUSTEGUI: I believe you misinterpreted my sentence. I believe I was making a statement on the availability of materials.

MRS. WU: Yes. But even, see, both most school librarians and public librarians always try to make their materials up, bring them up to date and make them available to the public.

MRS. SATRUSTEGUI: Would you read the sentence before that, if there is one? I'm sorry I don't have the letter with me.

MRS. WU: It is affirmative action. Well, let me start -- it is a long sentence. The AAP should be an integral part of book buying by organizations often contacted in desperation when students and others cannot find research material on any one subject.

MRS. SATRUSTEGUI: I have it now. Thank you. Yes, I may be incorrect as your school is concerned, but I am certainly not incorrect as far as local conditions.

MRS. WU: It is not a general fact.

MRS. SATRUSTEGUI: I beg to differ with you where this is concerned, because I am the person that receives the telephone calls day in and day out. People do not seem to have any particular pattern for hours of calling. And I might get a call at 3:00 o'clock in the morning as well as any time in the middle of the day. I am not the librarian and I am not paid to do that sort of thing. However, I have had to supply reference material and have had to find places where people could get hold of reference material because they could not find it in the local libraries or the school libraries.

MR. BURKHARDT: Are the libraries, do they have the material and they are just not helping you get to them or is it that the materials don't exist at all?

MRS. SATRUSTEGUI: I do not believe that the materials exist in any large enough quantities to be useful to any normative group of people who would be going to the library and need this sort of research at any given moment. Surely there are books or materials, but I do feel, especially when there is a constitutional amendment to the United States Constitution and it is almost an obligation to any citizen and any federal-funded entity to supply as much information pro and con on such an important matter that there would be no question to any outside party.

MRS. SCOTT: It is a matter of selection. It is a matter of book selection policy in that particular library that they have emphasized the need for equal rights amendment and the feminist movement.

MRS. SATRUSTEGUI: Well, I don't believe this is a totally a matter of feminist movement, but a matter of citizenship.

MRS. SCOTT: But it is a book selection.

MRS. SATRUSTEGUI: It is up to all of us in the United States as a citizen to vote on this thing or to have an amendment. After all, this is an amendment to our Constitution which belongs to all of us.

MRS. SCOTT: But what I am --

MR. BURKHARDT: You will have to use the mike, Kitty.

MRS. SCOTT: I would say it is up to now to insist that the public library in general provide this information.

MRS. SATRUSTEGUI: We have made contact with librarians in San Antonio, and we have made inroads with certain people in some of the schools. And we have had very little luck as far as our ordering books. I brought a list of books that the people here in San Antonio have compiled which we recommend as far as being all inclusive of many of the many facets of feminism. Of course, feminism is not just one thing, it is a thousand things. It is simply a matter of women's civil rights. I don't find it -- I know I have it. It must be -- here it is. I would like to give it to the Commission. I only have one copy, but if your chairman will take this and possibly use it in your reference. We do have this -- now this is not strictly on abortion or on any one of the subjects that I have mentioned. There are other books nowadays that can be found with this information. These are feminist books.

MR. BURKHARDT: Mr. Goldman, did you have a question?

MR. GOLAND: I had decided not to raise it, but since you called on me, I will. Are you implying that in the current events holding of the San Antonio Public Library there would not be a rather complete and comprehensive account of the debate regarding the Constitutional Amendment you speak of?

MRS. SATRUSTEGUI: I don't have time to go and check out everything. I have my own material, and I have gotten various from many sources. But I frankly do not know. I don't have the time.

MR. GOLAND: You said they did not.

MRS. SATRUSTEGUI: If I may finish. People come to me after they have been to the library, and they have been recommended by the librarians to certain sources so I assume that either the librarians are not telling them where they can find the material or the library does not have the material at hand.

MR. GOLAND: Well, merely in defense of what I consider our San Antonio Public Library System to be, namely a very excellent resource, possibly not funded as well as it should be, but within the limits of what it is given, I believe they use it in a most expert and efficient fashion.

I don't believe that it is the responsibility of the library staff to be experts in every field of particular interest.

MRS. SATRUSTEGUI: No, but you do have --

MR. GOLAND: I do believe --

MRS. SATRUSTEGUI: You have certain areas where you would put, like business and references where I usua[illegible] find things that would have to do with this sort of thing possibly. And the people in business and reference department are very good finding the things that I need. I know how to get around in a library. Often people that call me are not aware of where to go and I do ask them questions where that is concerned. I am only telling you that I do not feel that people would come to me repeatedly if they could find the material at other places. The library is much more convenient.

MR. BURKHARDT: People tend to call up the place they think would be sure to have the information, and perhaps they are just bypassing the library and going to you.

MRS. SATRUSTEGUI: That is very possible.

MR. BURKHARDT: I think you ought to do a little investigation on what is in the library system just so you will know.

MRS. SATRUSTEGUI: Oh, as I said, I have used the local library extensively at different periods in my life.

One of the things I've found the greatest need for was to be not having a federal depository in this area. Also, I was in great need personally of United Nations material and one thing outstanding was anything at all written by (inaudible) who was a director for the Latin American Commission and Latin America Development, there was nothing available at the time I was doing my research. I went over every library in this area with a fine tooth comb and I had librarians looking too. It seemed amazing to me that these writings were cited in my research material, but I could not get ahold of them.

MR. BURKHARDT: Any other questions? If not, thank you.

MRS. SATRUSTEGUI: I would like to say one thing. I don't mean to be so condemning in my letter. I only think -- I only pick out those things where I felt there needed to be improvement. I think the local San Antonio library has made some marvelous improvements. I was just thinking to myself awhile ago the interlibrary connections is something that is built up over the years and mailing books out is a wonderful thing and 24 hours information service that is just recently instituted and also the arrangements of the library. Some of the local private libraries I might quarrel with their arrangements. But they are good points and I would like to thank you again.

MR. BURKHARDT: Mrs. Navarro, would you introduce yourself?

MISS NAVARRO: I am Adela Navarro, Miss Navarro, by the way. And I am the founder of the Texas Hispanic-American History Institute. It was born out of the desire to have a better understanding of our history, particularly our Hispanic history, which is the history of the Americas and the language, the culture and of the entire education department of the Spanish throughout America.

As we well know that all America was named by Spain, but not only that, that part that is Brazil is the only part that doesn't have the Spanish -- all others, all other countries, all other nations, even today have that Spanish heritage, even the United States does.

It is our findings that history has missed us completely. I have lived for 20 years in New Jersey and was fascinated with the history of the American Revolution. I visit every spot from Quebec to the Eastern Seaboard and I live in Mammoth County, one of the largest counties in New Jersey where the Battle of Mammoth was one of the most important battles was fought. And I'm afraid many citizens of the United States do not realize who Mollie Pritcher was. She was a great character, and she gave a lot as far as history is concerned, and they miss her all around.

Of course, my interest is here in San Antonio, since I am a native. As you remember in my testimony, that written testimony, I pointed out the fact that in the United States we do not have a single, solitary institution of Spanish.

I for one am a perfect example of being uneducated and certainly not well read in my own mother tongue, Spanish. And it is the language of America. I feel that we missed a lot because the history itself is so much of a history of America and of every nation in the hemisphere.

And being aware of the education system, I noticed in my research work, and I spent many, many years in research in history, because history has been my interest for some 40 some odd years. I studied all the history of the United States and I have a pretty good knowledge of our own history and certainly of this area. And I have got to the point that I wanted to know more about the history of Spain, what it did and what it contributed. I find the libraries have a little bit here. We have -- the people at the library couldn't be any finer than they are, I think, and very accommodating. But they lack the books. We need a lot of books. Not only in English, but we certainly are void of Spanish books. And the reason I stress that business of Spanish is the history here is Spanish. We are connected with what once was a part of new Spain, Mexico, and other parts of Central America. Here we have practically every type of people today. We arereally the melting pot. I think we are much more a melting pot than even New York could be. Because from every part of the world, people have found their homes here. There has been a great welcome to a stranger since the day of my ancestors. And I might add in the founding of San Antonio, my mother's ancestors helped to build this city. They came here after traveling one solid year from Spain to Mexico, Vera Cruz to Mexico City to San Antonio. A solid year. Yet right here today there is very few people that can tell you one thing about the founding families. They were very bright families, and we are now investigating, investigating to the point that we have our general chairman of the Texas Hispanic Institute left Sunday morning for Spain where he will spend the next five weeks where we are trying to get the entire material so we will know all we can find about the people that arrived here. We have facsimilies here, but our archives have been completely, well, more or less I feel sometimes depleted because they have been destroyed by some people. They have moved a lot. San Antonio is a perfect example. It is here where that history was made, but it is stretched out to the border. All along what we call the border today, years gone by it was not an international border. But the history of the colonies that came from Spain as well as those who had already been here earlier, their history is completely missing. We find it, and in my experience I have to go in San Antonio, I have to go to about five different places to find material that I would want on the Spanish. And yet I run across some things I can't find at all. So I make a trip to Austin and there some years ago about 90 some odd years ago our judge and the county commissioners transferred our archives, the Spanish archives from San Antonio to the University of Texas, who in return said they would translate them or make copies and return them to Bexar County. We have never seen them again, and I know I've been many times to Austin to the University where I find it most difficult to find the early period.

Now going on a little further. If I go to the archives in Austin, some things are there, but some of the people that work in that library are not very accommodating. In fact, I know some of the things they switch and before I know it, I can't find what I want. And I have been there at other times earlier where I found a footnote that of some things that were there. I couldn't -- I didn't have enough time to look them over, but I came back later and they would tell me it wasn't there. So it is a case of hide and seek. And our archives are scattered to the four winds including much of the archives or even in Connecticut, believe it or not, and in Kansas City.

We find even in private homes, but we are working very hard with the Archdioces here in San Antonio and a little lady, a nun, who has been working for many years in that same line as I have. And she has discovered through her checks many, many people that had some of the material that we need so badly. And they have been, as time went along, they have been generous enough to give us Xerox, not only Xerox, but these tapes, that I find very difficult at times to translate. It is not as desirable as some of the documents. And yet right here in our courthouse today there are documents on display. If you are for a day or two, take a walk over to our courthouse, not too far from here, and you will see in a case there some of the most previous types of documents.

MR. BURKHARDT: What do you suggest would be appropriate action on the part of this National Commission?

MISS NAVARRO: I would like to see if it would be possible that through your Commission we would be able to get more books, more material. We are seeking it from Spain. I think perhaps more than anything else, books of every kind. As I said, not only Spanish, but English. I am definitely interested in our history. And I think unless we know that the history of our country we are not going to be very well educated. I don't care how many degrees we have. Unless we know about ourselves and the more we know about ourselves and our country, the better we are going to be. I think this Commission could help in seeing that we could make some connections where we could get these books available for our own libraries here and to the school libraries and the textbooks that we have here today. They are atrocious. They don't tell the true history. I am talking about the history of the United States. There has been a drive for many, many years in teaching a history that has been tended and someone needs to be aware. If only we could probably keep that almighty dollar from the price of textbooks and have textbooks, in other words, an author comes along and he writes them and he gets a publisher and then he sees what is in demand and people don't know what they really need. They actually need more of the truth, more of the history. We believe that history is the answer to a lot of our problems. It could solve a lot of problems in the future. And I want to see some institutions of learning here in the United States anywhere for a boy or a girl, even myself at my age. I would like to get a doctrine in Spanish history. I can't anywhere in the United States in the language I can't. I have to go out of the country.

MR. BURKHARDT: I'm surprised to hear that.

MISS NAVARRO: I have checked every college. I've checked everything in Texas and I do not find a single, solitary one that could give me the background I want where I could learn the language, the culture and certainly the history.

MR. BURKHARDT: I know a great many scholars who have got Ph.D's in Spanish and history --

MISS NAVARRO: But where did they go, to one of our institutions of really English learning which absolutely is not even based -- really, we have to go to Mexico City or to one of the Latin-American countries or to Spain to get our doctrine.

MR. BURKHARDT: I just don't think that is so.

MISS NAVARRO: Please, I would like to know which ones, because we are having many young people who want to have a complete study in Spanish language.

MR. BURKHARDT: Maybe I don't understand what you are talking about. I'm not talking about a place where all that goes on is in Spanish, but you can get a Ph.D in Spanish history at any number of universities in the country.

MISS NAVARRO: Can you get a doctrine?

MR. BURKHARDT: Yes.

MISS NAVARRO: I will want to know that college. We need to know. We are sending some to Spain now.

MR. BURKHARDT: I just don't understand what you are saying, because there is even an organization of scholars in this field in this country.

MISS NAVARRO: I would like to meet them, and I wish they would come down here because this is the place where we are trying to set up, and we have been working at it for five years.

MR. BURKHARDT: Andy?

MR. AINES: I have the honor of representing the United States in looking at Spanish programs in Madrid, Barcelona about eight months ago. And the one in charge of their programs is Mr. Sanchez Belva. He is very anxious to have relations with groups in the United States and of Latin America. He has vast stores of archives and materials. He feels that they would be of value only if they could be reached. I will be very glad to give you his address.

MISS NAVARRO: Thank you. I would appreciate that. That is the bridge we are trying to build, and we have had visitors from Spain and we have told them of our problem. Senor Pia from Spain, who is a world historian, has visited with us. In fact, he helped us get our 250-year delayed coat of arms for both the city of San Antonio. And we have been trying to establish that. I would appreciate it very much because we need it.

MR. AINES: I shall write him for it.

MISS NAVARRO: This being the problems that we have and this being the confusion we have today with so many people using so many adjectives, that I do not understand the many, many ways of speaking about saying the Mexican-American. They have a few other adjectives that we have never liked. Let me say this, to cover all, all of them, all over the world, it is -- I don't care whether they're Indian or whether they speak Spanish. We have a population who are citizens of Mexico. You take people like me, Mexico doesn't know I live. Why call me or characterize me into that group or many of us. I'm not only one of them. There are thousands of them. And it is something that I think the educational system has to help us to get out of. And that is one of the big problems we have in San Antonio.

MR. BURKHARDT: Thank you very much.

MR. GOLDMAN: May I interject if it wasn't done in my absence, that Mrs. Navarro represents one of the oldest and finest families in Texas. And if you folks go to Night in Old San Antonio, which I hope you will, you will probably become acquainted with the Navarro House. And I might further add that her brother is an employee and a member of the staff of my institute, and we are very proud not only because of the work he does but because of the history he represents.

MISS NAVARRO: Thank you, Mr. Goland. Thank you. I would like to leave a card for each of you.

MR. BURKHARDT: Give them to Mr. Becker, and he will pass them around.

MISS NAVARRO: It is a personal one, but it will tell you some of our history which we have researched and know about. Thank you for your time.

MR. BURKHARDT: Now Mrs. Rosen, would you take the stand? The video man is apparently here and ready. Do you want to make an introductory statement? First tell us what you're going to do.

MRS. ROSEN: I am Dorothy Rosen, and I am a member of the State Library Commission in New Mexico. I think I'm the only person from New Mexico today in its official capacity and there are good reasons why others have not come. We did the thing we are presenting today for the reason that it is a very expensive and time-consuming matter to bring so many people who participated in the many regional hearings that we had in Albuquerque about a month ago when Mrs. Moore, the vice-chairman, did conduct the meeting for us. But I do want to say that the chairman, the president I should say of Southwest Library Association, is in New Mexico and he asked me to bring his greetings to you in that capacity. He is a director of the Eastern New Mexico University Library at Potales.

I'm bringing to the report which should stand along of the highlights of the subregional hearing in New Mexico. The videotape is 30 minutes long. It is a reduction of a three-hour presentation which we had preceding the meeting of the New Mexico Library Association last month.

In connection with some of the earlier testimony that was given by Maryann Duggan, I want to say that New Mexico is a prime mover in the SLICE Programs and is a strong supporter of regional programs. I think we are ready for the show.

(Thereupon a 30-minute
(videotape presentation
(was shown to the
(audience, after which
(time the following
(proceedings were had,
(to-wit:

MR. BURKHARDT: That was most interesting presentation, Mrs. Rosen.

We have six more people on the schedule. If we are to finish by 5:30, we are all going to have to exercise great discipline in both our questions and our answers.

Mrs. Rosen, do you want to say anything?

MRS. ROSEN: No. As I said in the beginning, this stands on its own.

MR. BURKHARDT: Indeed it does.

MRS. ROSEN: There are three hours of the full tape which will be available to you at your May meeting.

MR. BURKHARDT: Thank you very much. Our next witness is Arlee Matlock, president of the Community Library Board, Olney, Texas.

MR. MATLOCK: Mr. Chairman and members of the Committee, first of all I would like to express my appreciation for this opportunity of appearing before you. And I make one apology. The letter that I wrote directed to you was more or less a supreme consciousness and not too well edited and I misspelled the name of Dr. Paul Janosky who is chief of research and library development for U.S. Office of Education. He is too fine of a gentleman to suffer such neglect as a misspelling of his name.

MR. BURKHARDT: Otherwise it is a very fine letter and I enjoyed reading it very much.

MR. MATLOCK: Thank you very kindly. You have my letter before you, and I don't know of anything I have to add especially other than to underline just one thing. I come before you, not as a library professional. I'm a person out here in a small community of about 3800 and we were met with the same problems that a number of our communities have been met with of this size. The migration of the cities and the magnetic attractions or job opportunities and declining population and our community had a setback by losing some one small industry which was operated by North American Aircraft, an industry which had been begun by the local citizens by development of crop duster and a little factory acquired in North America, and it moved out. This hurt considerably and spurred an interest in a concern, what can we do with our community. I mention all of this because I think what we have done could not be explained apart from total lack of what the people have done and how they have responded. But they began first analysis of the community, who are they and what do we need and how may we go about solving problems that we have. There was in the beginning 100 committees which must have involved no less than 600 people in the community of 3800. The study committees to study every facet of the life of the community. After two or three months of this study, they came back and compiled a report and these reports were taken in hand by authorized committees for action, government entities and so on to see what we could do in the life of our community economically, educationally, social programs and the improvement of life and the library idea came out of this.

Now one further thing and I will tell you just a bit about the composition of the community. We are a minority, and the population is quite low. It is less than 10 percent and mostly Latins or Chicanos and Blacks. The Blacks being the lesser of the minority groups. Senior citizens group is quite high. There are about 22 -- five percent of the people over 62. Institutions, we have all of our schools on one campus, just built a new high school, and we are in it for the first time, and a small hospital with a hundred beds and two rest homes. I'm speaking in shorthand. And there's a hundred and forty beds and two rest homes and five doctors in the community and this little hospital accounts for the high rate of older people that have come there and retired there. This other statistic I'm hesitant to give you. We have 18 churches. We have a church for less than every 200 people if they want one. I'm rather inclined to think that St. Paul, if he had been visiting our community, would say the same as he did the people of Athens when he visited there and he said I see you are a very religious people.

Our industry there employs about 400 people. We have the public housing and we have a considerable amount of that, a hundred and forty units mostly senior citizens and 48 units of 236 housing or apartments.

Now I'm not going to go into the other about what we have done in other areas, but to mention now what we have done in the area of the library. And the library grew out of this analysis in 1971. We came up with the idea that we were spending mostly our own money for the school, for the public library, not enough in either area. This is a sad situation indeed. We need to improve it, but what can we do. Could we combine, because all along the public library, out of its limited efforts, were trying to supplement the needs of the school. We had on the library board a number of teachers who were to pass along to us information about the needs as far as materials were concerned. And then out of this came the study which has been set up under HEW. And there have been a number of things that we have done. I mentioned in the letter which we are quite proud and we think progress has been made, but the thing I do want to underline is it has not been just a small group getting together. It has been truly a community effort all across the board. We have a tremendous response. We have had a committee of about 30 or 40 representatives in all areas of our community's life who have served as a backdrop to who reports were made. We have had great assistance from the outside agencies, from the federal government and we are deeply appreciative of this resource of information because certainly we were amateurs as far as our local people were concerned. The information that had come to us --

MR. BURKHARDT: Would you say this federal assistance that you got was critical to the development?

MR. MATLOCK: Yes, I would. And I would say also that the assistance that we have gained from the state level to the federal government has brought this together, there are two here today or were, Miss Cahterine Barnes, director of the division of field services of the Texas State Library and Dr. (inaudible) who is a library consultant for the Texas Education Agency. People like this have been a tremendous help in telling us and helping us about things -- well, we weren't even aware of the problems until --

MR. BURKHARDT: I was rather surprised to see a community that was so good at voluntary action had not yet established friends in the library.

MR. MATLOCK: By the way, we are -- there are several things we are doing. We authorized this only at the last board meeting, and we have now established a community library board which will be incorporated body and will have authorization. And I'm having a time with this term library because in our conception it is more than just collection of materials. It is a whole service. The collection of materials is a core to it, certainly, but we are thinking in terms of services and needs of the people and are exploring every aspect of this that we possibly can. We have received good response when we mentioned this, the fact that we were going to organize and hopefully in the very near future we will have friends of the library in operation.

MR. BURKHARDT: Is there any question from the board members?

MR. LORENZ: Are you getting any state assistance in your work in developing this library?

MR. MATLOCK: In the way of finance?

MR. LORENZ: Yes.

MR. MATLOCK: Not as of yet.

MR. LORENZ: Do you hope to?

MR. MATLOCK: We would like to. We are getting ready now to try to build a central facility which would be adjacent to the school on the school property and yet open to the public. We have plenty of ground there and we are able to get a sizeable piece of ground for such a building, and we are in the process of organizing. A campaign chairman has been appointed, and we think we have a very good one. The president of a savings and loan, he ought to know where the money is. But he is very enthusiastic and certainly we want to make application for construction funds.

MR. BURKHARDT: Thank you very much. Mr. Matlock, I'm sorry, did I cut you off?

MR. MATLOCK: No.

MR. BURKHARDT: Fine. Then is there any other questions?

MRS. WU: It is a very simple question. Are you going to have tax structure to be split between the school and the public library since this is a combination of both?

MR. MATLOCK: Well, the source of revenue are -- the school has a school district, and there is a school tax and also receives state funds. The city has its own tax structure. We are receiving funds from several sources, yes, from both. And there will be contributions out of the city treasury and tax source and out of the school going to this too. Now the budgeting and division and all of this has not been worked out as of yet. We do have a committee working on it and to equalize come up with a formula that will be acceptable.

MR. BURKHARDT: Thank you for coming, Mr. Matlock. And now Mrs. Dickson is our next witness. She is the librarian of the National Association for Retarded Children.

MRS. DICKSON: Thank you, Mr. Chairman. I hope that you all had the opportunity to read some --

MR. BURKHARDT: We did.

MRS. DICKSON: -- of two of the brochures I sent along with my testimony about our organization. And if not, I will be happy to send all of you a copy. I believe I included the facts on mental retardation as well as a brochure about our organization. If not, I will send those later. In the testimony that I submitted to the Commission, I tried to touch briefly on some of the major areas concerned in the whole field of mental retardation. Perhaps I should explain just a little bit more about our organization. It is a private, non-profit organization devoted to the welfare of the mental retarded of all ages.

It was formed by a group of concerned parents 25 years ago. And since then they have been very active in promoting all types of legislation that would benefit the mental retarded.

Listening today to these most illustrious persons testifying about the problems and some of them had problems of getting people to use the library resources. I thought of recent court cases involving mentally retarded persons where two in particular were our executive director, Dr. Philip Ruse and other expert witnesses testified in these cases about conditions. These court cases, one in particular, the White versus Stickney in Alabama was a right to treatment. As a result of this, the court ordered standards that had been developed by the accreditation council for facilities for the mentally retarded, which is a subsidiary, if you want to call it, of the joint commission on the accreditation of hospitals. The other that I want -- that I thought about was a right to education suit. One which a parent or parents and a Pennsylvania association for retarded citizens joined in against the state of Pennsylvania for the just the right to education. The essence of the experts in this case was that the provision of systematic education programs to mentally retarded would produce learning. And that education cannot be defined solely as a provision of academic experiences to children. Rather education must be seen as a continuous process by which individuals learn to cope and function within their environment. Just for children just to learn to clothe and feed themselves is a legitimate outcome achievable through an educational program. The earlier these children are provided with educational experiences, the greater the amount of learning can be predicted.

The final court order in this case was all mentally retarded persons are capable of benefitting from a program of education and training. That the greatest number of retarded persons given such education and training are capable of achieving self-sufficiency and the remaining few with such education and training are capable of achieving some degree of self-care. Whether begun earlier or not, a mentally retarded person can benefit at any point in his life and develop from a program of education. This was in the consent agreement.

Though the lawyer for the Pennsylvania case summarized the case, the factual argument for the right to education was straightforward, resting on the now clear proposition that without exception every child, every exceptional child, every retarded child is capable of benefitting. There is no such thing as an uneducatable and untrainable child. To put it another way, for example, for every 30 retarded children with the proper program for education and training, 29 of them are capable of achieving some sufficiency. 25 of them in the ordinary way on the market place and four of them in a sheltered environment. The remaining one of every 30 retarded children are incapable of achieving a degree of self-care. Today when I heard the word dehumanization, I thought of the evidence of concrete human misery that has existed in some of our residential institutions such as Willow Brook in New York, and other places where restraints, cages, even hosing down of nude masses existed as late as last year. I thought also of a history of institutions whose goals somewhere between 1850 and 1880 was to make the deviant undeviant. Later it was to shelter the deviant from society. From about 1886 to 1918 or 1925 this idea was to protect society from the deviant. Destructive models of reviewing the mentally retarded person still lingered in influence services. Many times mental retardation could be treated as an illness. They have been regarded as a menace. They have been regarded as subhuman. Others have thought of them as eternal children holy innocence. Today in the United States it is estimated there is some six million individuals, some 3 percent of the population of the United States that is mentally retarded. Slightly less than 100,000 or slightly more than 100,000 will join this group each year. But it is estimated by 1980 there will be 6.8 tenths millions in this category unless prevention measures are successful in reducing this number.

MR. BURKHARDT: I must tell you you are taking away all the question time.

MRS. DICKSON: I am sorry.

MR. BURKHARDT: I don't want you to give up telling us these facts, but I suggest you send them to us and we will get the story that way.

MRS. DICKSON: Okay. I'm sorry.

MR. BURKHARDT: It is primarily more factual material.

MRS. DICKSON: I was trying to get an idea of the comprehensive of the population --

MR. BURKHARDT: That is in your testimony that you sent us. You referred to Educom Study in 1969 which set up a massive, technical plan for mental retardation information and resource centers.

MRS. DICKSON: That failed by the wayside.

MR. BURKHARDT: I was going to ask what happened to it.

MRS. DICKSON: It failed.

MR. BURKHARDT: Why did it fail? Was it not a good plan?

MRS. DICKSON: Lack of funding.

MR. BURKHARDT: Was it a good plan?

MRS. DICKSON: I think so. In the office there has been an office for the handicapped established just within the last month or two within HEW. Whether this will take the place of the Office of Mental Retardation and Coordination or not, I don't know. Mr. Wally Baddington has been named acting director of this. There is some type of plan for an information center in this part. What this will be, I don't know on this.

MR. BURKHARDT: Clearly an information library effort for mentally retarded has to be associated with an educational development as well.

MRS. DICKSON: It has to be associated with many, rehabilitation and all of these things. It crosses a wide variety of dissipance.

MR. BURKHARDT: What sort of assistance are you getting with that whole wide --

MRS. DICKSON: Our organization now, for example, has a contract with the Department of Labor which is an OJT or on-the-job-training project that assists and promotes the employmentof the mentally retarded. This is one example of it. We also have got federal assistance in the form of a grant from HEW for a citizen advocacy program which is a bringing, if you want to split it, the retarded in the community. This is the theory of colonization. This is one example.

MRS. SCOTT: Have you any assistance or funding from the National Institute of Mental Health?

MRS. DICKSON: The library as such does not. The library has been very -- it just has not existed hardly. It was established in about 1964. They had one professional librarian then. Funds forced her cutback and her services and a clerk kept it until I came in 1971. And since then I have been trying to come up with some type of program for development for a community resource collection type of thing that would be available through perhaps an institution or public library or what. I tried to -- these are just things. I am the staff. I am the staff. And when I came, the collection was not even classified. I established periodic checking records and this type of thing. There have been many things that have been done. What I would like to propose on the national level to the Commission is that the restoration of mental retardation abstract be restored and that has ceased publication, and I would like to -- that is real fine, even though there was a time lag in the publication of this, I think it is very, very useful in this field for retrospective searching tool. We need --

MRS. SCOTT: Who put this out originally?

MRS. DICKSON: Originally it come through the Social Rehabilitation Service. HERNA Information Center was the last one that published it under the grant from Social Rehabilitation Services. We would like to see funding for a data bank for our own organization that would be useful in answering replies and things that come from the parents. We would also like to see some type of funding for a staff in our library. And in a recent survey of members of our organization, a resource library was one of their top -- was one of their 49, within our 49 priorities of this. And I believe that is all that I have to say on that. I'm sorry I took up so much time.

MR. BURKHARDT: I want to thank you, and we will call on the next witness who is Mr. Wilbur Hurt, of the Texas College and University System. Mr. Hurt?

MR. HURT: Thank you, sir. Mr. Chairman and members of the Commission, I feel very honored to be invited to appear here. Since my secretary neglected to make me a copy of my testimony, I can only assume that it was complete. I would be delighted to answer any questions that you might have. I did run across in my files some information that I think the Commission might be interested in. I am sure that my paper tries to make a point that there -- that our libraries are an extremely valuable resource that today is being under-utilized. Because we have -- we do not have enough people who are translating this information into a form that our community can understand and use, particularly our business community.

Although it is an extremely valuable resource, it is sometimes hard to translate this value into dollar terms. But I did run across a study which estimates the value of some information services provided by the Southern

Methodist University, Industrial Information Service that was operating under the State Technical Services Program a number of years ago. I believe you heard this morning from Maryann Duggan who is director of the Industrial Information Services at that time. She made a study of 534 cases that her service had handled during a three-year period. Using federal funds amounting to a hundred and forty-two thousand, five hundred and thirty-six dollars over a three-year period. And selecting from this 534 cases, only seven which were obviously the real winners. She found that the customers estimated that they, as a result of her services, had created a hundred and forty-two new jobs. They had increased sales or expected to increase sales during the next year by ten million. They were expecting to spend 2.2 million dollars in capital investment. And one firm estimated that he had saved 250 thousand dollars by not going into a venture when he found out as a result of this information that it was bound to lose.

Translating this into dollars and return to the treasury in one year's time making a few simply assumptions that each job would pay approximately $7,000 and would therefore return $770 in federal income tax, and assuming the firms would make a 10 percent profit on their increased sales and 40 percent corporate taxes on that income tax, the tax dollars returned to the treasury, federal treasury in one year was $657,000 -- $657,500, which is a return to the federal government on the investment of 461 percent. Which to me as a taxpayer I would be delighted to invest my tax dollars in it. I will be delighted to answer any questions.

MRS. MOORE: How do you account for the fact Congress discontinued the Technical Services Act with this kind of evidence at hand? Maybe they didn't have that kind of evidence to present at the time, but I know we in our state in Arkansas made a hard fight to try to save that along with many other people, but the Congress washed it down the drain.

MR. HURT: It is my understanding, and this is strictly a rumor that one member of Congress in passing the bill, the initial passage of the bill, had his arm twisted a little bit too hard by some of the people that were very aggressive. And he vowed that someday he was going to get the program and he did. That is a sad commentary, but I have it on good authority that this is true.

MR. BURKHARDT: One of the points you make in your testimony is that the need for the information to be translated so that the entrepreneur can make good use of it. Why doesn't business and industry see to it that such interpreters and translators are trained. They are aware of the resources and they are aware of the need and the bridge doesn't get built. Why not?

MR. HURT: Well, this is a personal opinion, but need assessment to me are often a waste of time and money because you are essentially asking the question what is it that you need to know that you don't know, and the fellow says I don't know. I really am not convinced that business and industry -- well, there are a number of reasons. Number one, business and industry generally views their problems as being the fact that they cannot get and keep good people for the money that they are able to pay. This is their primary problem. They don't -- they are not aware of new opportunities. They don't have the funds to go out and try to find new products or how to produce these products cheaper.

They know that they either have too big of a backlog of things that they have to produce and not enough time. Their view of what their problems are is pretty simplicit.

MR. BURKHARDT: In other words, what you might call the Commercial Information Industry is not responding, is not really fulfilling the need.

MR. HURT: Information is expanding at such a fantastic rate it is extremely difficult to do it. In fact, it is my belief that you start with the problem and then go to the information system to find out some solutions to it. I have had some very interesting experiences along this line. It has led to Hurt's second law. It says people are interested primarily in those things that are of importance to them. If you start with the problem, you can find a solution. But if you start with these unfulfilled opportunities, it is extremely difficult. And this is the problem that libraries face.

MR. BURKHARDT: Any questions?

MR. BECKER: The S.M.U. experience, as I understand, was the first of its kind in the country, and it took five or six years to become self-sustaining at a break-even rate. There are two or three others in the country, public libraries, for example, that have tried this such as Minnesota Public Library, but each of them have had a very difficult time breaking even. And yet on the face of it one would think that business and industry would be willing to spend money for information that was important to them. What do you account for this slow pace in development of this kind of a service?

MR. HURT: Well, as I recall, as I understand it, there are still two of these information services that are holding their head above the water. One is at Rice and one at S.M.U. In order for them to do this, they have to have a very concentrated and very sophisticated market to be able to get enough customers to make it to stay even. There are no other markets in Texas large enough or sophisticated enough to maintain an information service like S.M.U.

and Rice University provide. It is of great benefit to the state of Texas to provide this information, particularly to the small businesses. The large businesses are the only ones that can afford it and recognize the value of scientific and technical information. We are working on a state plan in Texas now, and we hope to go to the legislature next January with a plan which we hope will be funded. I hope we can make a convincing case.

MR. BURKHARDT: One more question.

MR. LORENZ: Can you tell us about that plan?

MR. HURT: It is not significantly different from the state plan that we had in being at the time the State Technical Services Program died. We would involve our universities and colleges in field services and educational services and technical and demonstration and reference and referral services. The problem is extremely complex and it involves all of these things in order to make a real impact on the business industry in the state.

MR. BURKHARDT: Andy, one question.

MR. AINES: I would just like to commend to you if you haven't read it the Arthur D. Little Study, which told about the problem of the State Technical Services. I think after you have read some of that and go back in history and see what happens in terms of mismanagement, I believe under the Department of Commerce, would not entirely blame Congressional people for its demise.

MR. HURT: Well, I was very familiar with the Arthur D. Little Study and it was, in my opinion, a very accurate and factual study, but I think some people did not understand exactly what they were saying. I think Arthur D. Little Study on the whole was very complimentary to the program. If you are trying to say that Commerce could have done better, you know, I couldn't argue with you.

MR. BURKHARDT: Thank you very much. We will call the next witness, Mr. R. Henderson Shuffler, who I had the pleasure of visiting yesterday afternoon.

MR. SHUFFLER: Mr. Chairman and members of the Commission. I am R. Henderson Shuffler, director of the University of Texas at San Antonio Institute of Texan Culture. That is a mouthful. At this stage of the day, I think brevity would not only be the part of wit, but the soul of wit, but also of wisdom on my part. I made only two points in this testimony which I presented. One was what seems to me to be the need for the application of existing techniques to the massive chores of research, both historical and other fields involving the humanities.

I am convinced it may be good for scholar's soul to plow through reams and reams of old papers in order to find the one item he needs. And it is not good for the paper.

And I have suggested that there are means by which would not only speed up this process, but also would preserve the documents.

This is a massive program which will be tremendously expensive and if it is ever undertaken I think it will have to be started by the federal government. I am not proposing that the government do such a thing, but I am just throwing the idea out for what it may be worth.

The second matter which I brought out was a project of our own which is the establishment of a carefully-indexed collection of negatives of historical photographs, paintings and sketches. The pictorial record of our history in Texas.

We now have about 20,000 negatives in our files which are indexed and cross-indexed on four points. They really need to be on about six to be completely used. However, we do find that National Publishers both of books and magazines and all of the people involved in the visual field call on us quite regularly for this. It is also a resource for our work.

The only point in expanding this is to complete the record as it should be in Texas. I think it would require about 250,000 negatives. At our present rate of about an addition of about a thousand a year, that is going to take a long time. We have done some studies on the use of existing programs to computerize the indexing and simplify it and have done some cross studies on expanding at a much more rapid rate.

Again, I'm not asking for help to get an appropriation. We will find the money eventually to do this job if the federal government should undertake to expand this idea or want to expand this idea in other states recognizing this is an age in which the average youngster reacts much more to a visual image than to the written word and the two must be used together effectively to reach the readers we are developing, the poor readers.

I think this could serve as a pilot program which should be developed in other states. Now that is the sum total and actually you have been talking about libraries all day. There are two things which I am concerned and they are the things which determine the input, the quality of the input into our libraries and use them.

Is there any questions, and I will be happy to try to answer them.

MR. BURKHARDT: You know about the index that Princeton has developed for history index?

MR. SHUFFLER: I'm not totally familiar with it. They have a program that our computer people tell me would be readily adapted to our problem.

MR. LORENZ: Have you considered the National Endowment on the Humanities as a possible source of funds for this kind of a project?

MR. SHUFFLER: Yes, we have. Actually, we have just reached the stage where we are ready to undertake this expansion from an administrative point of view. But not necessarily because of what we are doing, but because this need exists in every state in the union and these pictures are being completely destroyed simply by light, silverfish, fire, flood and storm. If we don't do this a hundred years from now, we will be in terrible shape for a record, a pictorial record of the earlier period.

MR. DUNLAP: What kind of staff do you have?

MR. SHUFFLER: Overall we have 86 people on our staff, but that includes maintenance, yard people and all. We have a research staff of six. A very small administrative staff. And then we have a variety of operations. We have our own shops and our own pictorial work and --

MR. DUNLAP: You know it takes a lot of manpower to arrange collection of historical manuscripts, and it sounds like you have the muscle to do it.

MR. SHUFFLER: Not to do that job. That is, we don't have an archive. We simply use archives. But this is a job which I think would have to be undertaken by the major archives of this state like the one at Austin, and the University of Texas Archives and a number of others.

But they are going to have to have some help to do it.

MR. LORENZ: There was a conference recently in Washington on National Bibliographical Control which pointed out the importance that when such collections are recorded that this be done based on a national standard.

MR. SHUFFLER: I think it should be.

MR. LORENZ: Which in some cases still needs to be developed.

MR. SHUFFLER: Certainly none of us are living alone even in Texas we are not completely isolated. There is an interchange in all these fields. There must be.

MR. BURKHARDT: All right. If there are no questions, then thank you very much, Mr. Shuffler..

MR. SHUFFLER: Thank you very much.

MR. BURKHARDT: And now Jean Martin.

MRS. MARTIN: I am vice-president, president-elect of the Texas Chapter Special Library Association. About 40 percent of our members are from college and university libraries and 60 percent from private industry, business and other areas. I would like to tell you briefly about a few for cooperative efforts and some of our needs, and if time permits, make a few comments about the Commission's draft proposal.

We have been very active in a bibliographic sense of trying to work with union lists, in particular the Texas list which is briefly mentioned in our written statement. This is a list of serials comprised of information submitted by just about every type of library in the state except school libraries and then in turn purchased by those libraries to serve their needs for resource material.

Also there have been many efforts by companies libraries to help provide materials for academic libraries which they otherwise would not have been able to afford. For instance, in Houston, Shell and Esso Oil Company has purchased a union catalog of the U.S.G.S. for use of one of the local university libraries, which can be shared by all libraries in the community. Industrial libraries also, of course, give very specialized journals and books, and it is not uncommon for them whenever their immediate usefulness has been -- has past giving these materials to the library in the college and university community. As far as our needs are concerned, we see a real need for further efforts to provide bibliographic materials. Our Texas list, which I mention, is having financial problems and we feel very much that it should be continued, and we don't know how long we are going to be able to continue to provide the list. An application has been made for LSCA Title III Funds and we don't know whether those will be forthcoming. But in any event, they're just a one-time thing and would perhaps take care of part of the needs of 1974 edition, but we need to look to the future also for funding. We feel that networks would be very valuable to us, partially because of our geographic distance and they should be flexible enough to meet the needs of all kinds and types and sizes of libraries.

Scientists and engineers, because of having a need so often to get materials very quickly become very frustrated when we try to obtain material through interlibrary loan and the length of time it often takes. So we feel that facsimile copying would be a great aid to meet these needs and also some type of delivery service to take the place of the postal service, which is unfortunately all too slow. It may take three to six weeks to get a book from Houston to Austin, for instance. And information analysis centers would also be very important means of collecting data to provide information to library users as well as serving as referral centers.

This concludes this part of the testimony. Would you like to ask the questions?

MR. BURKHARDT: Yes, I think so. You make the point and we agree with you that the special libraries, business industry private libraries are to be included in this network system. And I think that is also assumes that a great deal of the holdings of these special libraries are not proprietary trade secret kind of material. You also, I think, would agree that a great many special libraries or all special libraries depend on other research sources, university libraries and college libraries and large public libraries and special collections. Are the special libraries going to be willing to cooperate in a system whereby they will make access to them their material on the same basis they have had access to the large resources?

MRS. MARTIN: I feel very definitely that they will, yes. Because so many of them do collect in such very special areas and I think our efforts within the state have shown that indeed a lot is going on at present and there will be a lot of sharing.

MR. BURKHARDT: I'm glad to hear that.

MRS. SCOTT: Do you find any problem with the copyright situation, sharing your facilities and --

MRS. MARTIN: I think probably to a great extent many librarians are not immediately concerned with this, but feel that with the materials being for research interest that it is quite permissible to go ahead and copy and just sort of keeping our fingers crossed and hoping that we don't get into any sort of problems.

MR. BURKHARDT: Any other questions?

MR. VELDE: Is that a trend that people are being a little more free with their material, a business-like thing? They weren't always that free.

MRS. MARTIN: I cannot speak from experience. I know in talking with librarians within the state and at the national meetings of our association, I get the impression that indeed there is a great willingness to share such materials.

MRS. SCOTT: Interlibrary loan and cooperation, in other words, it is stressed within the special library community, right?

MRS. MARTIN: Right.

MR. BURKHARDT: Any other questions? Well, if not, we thank you again, Mrs. Martin, and you thank Mrs. Gasaway for her testimony as well when you see her. Now we come to our last --

MRS. PARR: Always the last.

MR. BURKHARDT: I hope not. At any rate --

MRS. PARR: Lo Parr, librarian, Fort Worth Art Museum library, a very special library, art of the 20th century. And I am it. Like someone else who was here earlier, I'm the only employee plus.

I want to speak just briefly on a couple of things that I talked about in my testimony and then go on to something that somebody else has talked about in earlier testimony.

First I talked about library education. I'm pleased to report that I've learned my alma mater is going to limit enrollment and they are going to increase entrance standards, which is something talked about in the report.

It is a state institution and limiting enrollment has been the death now in the past, but that is coming up.

Dean Carroll has told we alumni that he has gotten a commitment from the administration similar to the commitment the administration has made to making a football team of top quality. And that commitment is to make the library school a top quality and that is pretty surprising. Sometime I don't know yet about my concern over the liberal arts background problem that I talked about. I haven't gotten any feedback on that. Still I would like to see library schools be as innovated as junior colleges are in their teaching methods. They teach us about those great machines. They don't teach us with these machines. There are a lot of courses and parts of courses in library schools that could be taught in that way and peoples' own pace through self-instruction and perhaps in combination with typical classroom lecture-type situations.

Are there any questions on that?

MRS. MOORE: I wish we had all day to talk about library education. You set out attacking the establishment.

MRS. PARR: Everybody does that.

MRS. MOORE: But I think you've had some practical suggestions there and some criticisms that are valid. There isn't time to do it today, but you make some very, what I think very valid criticisms about the difference in library schools, not that they all have standards exactly alike. But I like what you had to say and I hope we can talk further about it someday.

MRS. PARR: Okay. Anything else?

MR. BURKHARDT: I just wanted to say something about your opening paragraph which two of your friends, was it Nancy Wynne and Ilse Rothrock apparently didn't feel they were of any interest to this Commission.

MRS. PARR: Right.

MR. BURKHARDT: They are involved just as much as this Commission is.

MRS. PARR: They know that now.

MR. BURKHARDT: They do, fine. I just wanted to be sure that they did.

MRS. PARR: In the area of technical processes, I have done some more research and discovered some companies are offering LC, but it is still mostly trade publications and that leaves me another subject specialist out. Especially foreign language, out of print rare books, exhibition catalogs and so forth. I've also been told that these commercial processes are available only if it is in mark at the time you order the book. The book may be out with an LC card number, but it is still not in mark and we can't get it for some long time. This has been a particular problem in art field of exhibit catalogs which are a major source of art information in this day and time. Worldwide art catalog bulletins list the LC card number, and indeed there is no cataloguing, just the assignation of the card number for that book, and you can't get it.

Speaking of Nancy, my neighbor across the street, it has gotten to the point that we all thought that LC was going to speed up because of their computer. It hasn't really happened. She catalogues everything by hand herself because it takes so long to get things. She is caught up to a point where she can do it on a day-to-day basis and that is kind of rare. She is so dissatisfied with their slowness and with a lot of mistakes they make that she does it all herself. This is not just her, I know, but it is other people in my own field who are doing the same thing. They don't buy any LC cards.

MR. LORENZ: We haven't given up. We are still trying. But there are some new notions on developing national bibliographical control whereby LC's authorities file would be made available on line access. And with access to that, you can understand that decentralized input could be utilized by people such as Nancy to add their work to the central file, which can then become the authority for the national bibliographical record. And this may very well be the way to go to cope with the flood of material that is coming forward.

MRS. PARR: As long as you've only got two and a half people cataloguing art, it is going to be kind of hard for the rest of us.

MR. LERNER: In your testimony, you said you think that Library of Congress should become a truly national library. What does that mean to you?

MRS. PARR: That means that they really will honest-to-goodness catalog everything they get and not just assign a number to it and let us think they are going to catalog it and then not do it.

MR. LERNER: That is all it means to you?

MRS. PARR: Well, I mean there are umpteen million other things, but in light of what I talked about in technical processes that is one of the major things at this point.

MR. LERNER: What else does it mean?

MRS. PARR: Oh, well, we could go into that forever.

MR. LERNER: All right.

MRS. PARR: What I said in the testimony would be under the -- there would be regional centers to do this kind of thing for smaller libraries, for technical processes. You know, you get into national ending and you get in all kinds of other things when you talk about that.

So I don't know that we have time.

MR. BURKHARDT: I didn't quite understand why you thought there should be regional centers as well as centers for the national. Why should you have the catalog this thing more than once?

MRS. PARR: I'm not saying cataloguing it more than once, I'm saying making it available closer to home.

MR. BURKHARDT: I see. It is a collection center.

MRS. PARR: Yeah.

MR. BURKHARDT: I see.

MRS. SCOTT: Could your library afford OCLC?

MRS. PARR: No, absolutely not. None, even the rich libraries across the street could not afford anything like that.

MR. LORENZ: Of course you wouldn't get it what you want out of OCLC either because most of what they are putting in their data base is what they are getting from the Library of Congress.

MRS. PARR: There is going to be problems with anything.

MRS. SCOTT: But the Smithsonian, however, is handling inputting --

MR. BURKHARDT: Excuse me. Why is OCLC

so expensive?

MR. BECKER: I think there is a $30,000 membership. I don't remeber if that is scale to the size of a library. That is front end money.

MR. LORENZ: The sales pitch is getting a catalog centrally will enable them to reduce their cataloging staff and the evidence is that this has --

MR. BURKHARDT: You can get a staff of one.

MR. LORENZ: Right.

MRS. PARR: What I would like to bring that is new is some response to Dr. Freitag of Harvard University's testimony when he spoke to you in the Northeastern Regional Hearings. One thing libraries he mentioned being strong in the U.S. in art are in the northeast. Now you may disagree, but Chicago, Cleveland, New York City, Boston and Washington, D.C. are the cities mentioned, and that is northeast to us. We feel in this area it is sensible to build on those libraries' strength. As he suggested, for example, by designating specific libraries to collect sales catalog and exhibition catalogs. But these should also be collected in other areas of the country.

Now assuming that youhave some magic big computer that may not be necessary, but it will be a long time before we get that, and we need the information in other parts of the country instead of just the northeast.

His suggestion to establish regional central art libraries equal obviously a mammoth undertaking and requiring a lot of bucks and computers. And art materials have often been ignored and this kind of context.

I was sorry to see that he only devoted this much space to visual resources. I was glad to hear Mr. Shuffler speak of that in terms of his situation. What we need to do is not just for historical type visual resources but it is today's visual resources. Now my understanding of the institute is it is not trying to keep up with today, it is just trying to catch up with yesterday and in the meantime, today becomes yesterday and we are still trying to catch up. And this is especially important for the art of our time. You all may have heard of Bernard Karpel and part of that big art bibliographic project for the bicentennial that he has approached art library society about is a listing of visual materials available across the country that nobody knows about. And most of these are generated in universities and museums dealing with arts or exhibitions or whatever, and they are in a form usually of video tapes, slides, films and et cetera.

We feel and we've just started talking about this here in Texas, that there should be designated statewide or regional centers for the collection of this visual documentation. We have talked about the possibilities of this in Texas, for all of the fine arts, not just art, while it is going on and that might could be a bicentennial project that we might talk about.

We need a central clearing house in connection with this for art information and it would be great to have a computer to help us out on that. So that might lead to the publication of a monthly calendar of what is going on in the arts in Texas.

This would be overwhelming, say, in New York City, even, but Texas is just beginning to develop in this area, and art library societies of the Texas Chapter members have realized that if our constituencies knew of things going on in other parts of the state, that they would get to them. If we had an archive of the tape lecture that somebody couldn't get to, then we would lend it to them. And the idea behind this besides having a clearing house for information, but as an archive, the archive could have a copy and make a copy available to the Archives of American Art. It could make duplicate copies if somebody wanted to buy them or for lending purposes of films and videotapes in particular. And of course, you start getting into copyright and all of the usual oral history type of things. But those are problems that would be technical problems that could be worked out. And in connection with this, we are already starting to try to pursue our educational TV stations for copies of their videotapes when they do big shows on art in the area.

I think that is all. That is one of our big concerns at this point is the visual resource thing. And it is talked about in all kinds of aspects, but it seems like art is the one that is forgotten.

MR. BURKHARDT: Any further questions?

MR. LORENZ: Just one more word on art catalogs. You may be aware that the new national gallery of art building in Washington is going to include a major art library.

MRS. PARR: Yes.

MR. LORENZ: And I believe the agreement has been made between the Library of Congress and that new library to turn over our collection of art catalogs. That will become the national center of art catalog.

MRS. PARR: Yes.

MR. BURKHARDT: Thank you very much. Thank you all for your patience. We have learned a lot and the very varied testimony that kept our interest up all day. Thank you again.

(Thereupon the hearing
(was adjourned.

THE STATE OF TEXAS)
)
COUNTY OF BEXAR)

I, GARY L. HUDGINS, Court Reporter and Notary Public in and for Bexar County, Texas, hereby certify that I reported the proceedings had in the Southwestern Regional Hearing of the National Commission on Libraries and Information Science on April 24, 1974, in San Antonio, Bexar County, Texas, and that the foregoing 313 pages contain and constitute a true and correct transcript of my shorthand notes taken in the hearing.

TO WHICH I CERTIFY on this the 17 day of May, A.D. 1974.

Gary L. Hudgins
GARY L. HUDGINS
Court Reporter
and
Notary Public in and for
Bexar County, Texas